

VOLUME IX

NUMBER 7

The A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



MARCH 1929



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. IX.

EDMONTON, MARCH, 1929

No. 7

Experimentation General in England

From an Address by HON. IRENE PARLBY, Delivered at U.F.A. Convention

AFTER drawing most delightful word pictures of Scotland and rural England, Mrs. Parlby entered upon the subject of her observations of the educational systems in the different countries recently visited:

"Do not believe that England is a nation gradually going downhill; I could see no signs of it. There are sore spots in England; there are conditions in certain districts which present a serious problem, but there is still plenty of vigorous thought and endeavor going on in that old country. There is plenty of vigorous, progressive experimental work being done, not only in certain industries, but also in education.

I found that the educational authorities in the different counties are carrying out quite interesting experiments varying with the different counties. I found also a great revolt going on against a type of secondary education which led in one direction only, matriculation for the university. I learned a great many interesting things in talking with one of the senior inspectors of the Board of Education. He told me, amongst other things which may interest some of you (because in this country we have a most extraordinary large field in the course of study) that in England they have no *compulsory curriculum*, the teachers making out their own scheme of work. They have of course to allow the inspector to see the time table; the educational authorities also have a right to inspect them, but the teacher makes out her own syllabus, which varies considerably in the different elementary schools. The Senior Inspector told me that nowhere in the world had teachers a greater opportunity of experimenting, and as a result you find very interesting experimental work being done in individual schools, not only in the elementary schools, but also in private schools.

England, like Denmark, believes in diversity of education, and so you find in different parts of the country a great many interesting things being carried on. I found their chief problems, the things which are worrying them the most, are very much the same things as worry us in this country. In the first place they are trying to work towards some type of secondary education which will give children an opportunity of developing their different capacities—not an education simply leading to the university—and in the different counties various experiments in these secondary schools are being carried out leading to agriculture and other vocational training.

The other problem with them, as it is with us, is how to develop a type of elementary education in the country which will not necessarily lead the

children away from rural life. I was interested in reading the report of the last Imperial Educational Conference presided over by the Duchess of Atholl. A whole long session was given over to discussing how to develop a type of rural education which would not lead rural children away from country life. In that discussion the same complaint was made by every country represented—even India—and the delegates stated that this unhealthy condition was not being checked by the schools, but that the schools were contributing to it. There was no thought during that discussion of subordinating the rural child to his environment or of restricting in any way his opportunity, but rather the desire to make the child master of his environment and of using the environment to help in the development of the child's capacities. I think it was unfortunate at that conference that no representative from Western Canada was present and only two from the far eastern provinces. **Living as we do so far from the centres of intellectual life, from the continual clash of mind against mind, I think it is doubly necessary that those interested in and working with education should go as far afield as possible out of their own country, not only to gather inspiration but to investigate real progressive educational work.**

There was one very interesting experiment being carried on by one of the educational authorities in the county of Cambridgeshire. I have had some correspondence with the secretary and he has spoken of it frankly as an experiment, but it may be an experiment when the theory is worked out which will prove a model for the rest of England. Briefly the scheme aims at a new attitude towards education in the country as it effects and meets the needs of rural life. Up to the age of eleven, children undergo general education in the village elementary school, after that age, their education is continued at senior schools in the large villages. In addition to that, in certain central points in agricultural districts, there will be developed a system of village colleges. One of these colleges is already in course of construction. The idea behind them is based on the folk schools of Denmark adapted to English conditions, but the building and equipping of these village schools is going to be a serious financial undertaking and in the building of the colleges various individuals and organizations such as the Carnegie Trust, universities and private individuals are helping with funds and equipment. It is hoped to accomplish through this experiment, what has been done for Denmark: that is, to re-



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I saw another very interesting experiment indeed and this was not in a government school, but in a private school which has only been operating for the last two or three years. It is situated on a very old estate in one of the most beautiful counties of England—Devonshire. This estate was bought from a family who had lived on it for generations. The buildings are very beautiful and old, dating back to the fourteenth century. The Principal frankly states that this school is an adventure and he goes on to say that now here is there a realm in which the adventurous spirit can play a greater part than in the realm of education, and he tries to prove it in the work of his school. What I found here was the same thought as all over England among progressive educationists—the school must link itself up with life in a way which up to the present it has not been doing; it must link itself up with the life and environment of the child outside school. The work of this school is also the life of this great estate. It is divided into different sections: agriculture, horticulture, poultry, weaving and other crafts. Each department is expected to be self-supporting and combines a commercial, educational and research side. I went over the school, too rapidly to take in the whole thing, but I saw a great deal of it.

Much of the wonderful old building is in a state of disrepair: the banquet hall is roofless; there is grass growing where the pavement used to be; the walls of granite are still standing, speaking of the honest and splendid craftsmanship of a bye-gone day. The present owner, an artist in spirit as well as an adventurer in education, plans to restore it to its old beauty.

I visited one of the woodwork classes: I found small boys and girls here working with saws and planes and other tools; I had the opportunity of talking with their instructor. This school, by the way, has the same idea in regard to its teachers as I found later in the Danish Folk Schools, where they choose their teachers to some extent, not on account of training, but on account of personal character and qualities. This young fellow they had found in a carpenter's shop and they told me he was an absolute genius with the children. I talked to him while the children were working and he said the only difficulty he had was to stop the children working. He pointed out a small boy and said: 'That child would work until late at night if I would let him, he is so interested in his work.'

The Secretary asked me if I would like to go into one of the boys' rooms. He said: 'I would like you to see the cultural side is not neglected.' 'I will not guarantee,' the Secretary said of one boy, 'that he has read every word of these books, but he has got a working knowledge.' I found there everything from Bergson to the latest book on aeronautics—and that by a boy of 12.

We went into the Weaving Department which is already paying its way and producing wonderful hand woven materials of every kind. There is

a loom at which the children work and in this department they learn everything of the process from the time the wool leaves the sheep's back until developed into beautiful materials. They learn about colors, weaves, and designs and they tell me the children take a tremendous interest.

We went into the Forestry Department where they have laid down a hundred year cycle and, each year, trees are marked down for cutting, brought to the workshop and made into useful articles.

At this school they take boys and girls from 7 to 18 years of age. For these the parents pay fees, some get scholarships and they get a number of children of the people on the estate. There are lectures and evening classes arranged for the working people if they desire to attend. I cannot tell you any more; but here is a very radical experiment actually being carried on, and not only this one remarkable example, but a great many are being tried all over England. I have only told you this much, to show you that in England they are trying in various ways, through private schools and State schools, to bring the life of the schools into closer touch with reality and with the life and environment of the child outside the schools. We also realize that there is a great deal of vigorous radical thought in regard to education in the Old Country in spite of what we may think of her very conservative ways in other fields."

INSPECTOR W. E. FRAME, M.A., M.C.



Recently appointed to the Coronation Inspectorate in succession to the late Inspector J. C. Butchart. Mr. Frame was formerly on the staff of the Crescent Heights High School, Calgary.

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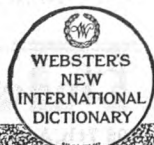
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Grade VI in an English Small School

By LLOYD CLITHEROE, B.Sc. (Lond.) (Substance of Address delivered to Edmonton Teachers' Association)

ALL education systems are more or less a hopeful compromise between the child and the teacher, the dual role of the citizen as parent and taxpayer, the inspectorate and local authority. So let me warn you—if that is necessary—not to make any comparisons unless you can weigh all these things and at the same time know our children, their parents, their environment and out-of-school influences, and the effect of our unfortunate labour situation, our teachers and our system, and I would add—our climate.

Might I add too, that there is still to be made a great discovery in the educational work; a discovery, the lack of which has done more to perpetuate methods and ideals that are unworthy and antagonistic to our highest hope in our children: namely, a discovery that will lead to measuring the raw material and the finished product and a balancing of income and expenditure in a manner satisfactory to the cold head of figures of our business men. There have been many innovations worth considering in recent years in the way of intelligence tests but in each one the writer is forcibly reminded of the method used in mathematical research. In arriving at an equation one always inserts a constant—a sort of safety factor—and often such quantity on further research turns out to have dimensions and to be denominate. So with education; no one has delved to the bottom of all the factors for a single equation for one child and there is a different equation for every child.

So let us not fall into the snare of measuring results; it is too much akin to the measuring of success in dollars. Let us merely concern ourselves with what we do on the other side of the Pond.

One would imagine our Old Country schools were advertised by the notice "Children in arms admitted free," for three is the age when they may come, although compulsory attendance starts at five. At six and three-quarter years they *must* be able to read; at six and three-quarter years they *must* be transferred to Junior Department. They *must* print (i.e., use script) and in Grade I use ink and learn to add up to 5/- and all number work up to 100 in the four rules.

By the age of eleven children undergo their first examination. This is external and, as all external examinations, it has limiting and unifying effect on the curricula for schools, in these lower grades. It is only our brighter children that can be said to do this at all satisfactory. These who pass leave the elementary school at eleven. I want to stress this point because Grade VI in England is the residue—the blue milk with the cream skimmed off. A three year scheme is then arranged for our children.

Head teachers are at absolute liberty to provide the curriculum best suited to the district, the children and the staff. We have no definite fixed instructions and the schools differ greatly, not so much in fundamentals as in the embellishments, e.g., Physical Training, Games, Music, Handicrafts, choice of text books for all subjects. It is therefore to be stressed that the following outlines were my own product generously assisted by a hard working staff.

In Grade V all the four rules in our distressingly vicious tables are known together with fractions and decimals, and the Work of Grade VI generally is a revision plus practical application often painfully slow. Proportion and Per-

centages is new work; also, practical work in areas of rectangles and triangles, circles and graphical solution or representation of facts. We have no speed tests, no accuracy tests, beyond those each teacher at his discretion invents or includes in his work. However, we have mental problems, puzzles and catches (written answers) with time limits, but tabulating or recording to second decimal place is not usual.

Literature and Composition are the two great divisions of this subject. They are one and the same because the latter is based on the former.

In my Grade VI we read the following books: *Children of the New Forest*, *Kingsley's Heroes*, *Tanglewood Tales*, *Swift and Sure*, *Gorilla Hunters*, *Here-ward the Wake*, Adventures and Episodes from lives of Pasteur, Edison, Alexander, Shackleton.

The above read for content, and composition is based upon word pictures exciting or interesting incidents, the idea being to write somewhat freely and at length, especially with children who are inclined to be slow. Arrangement in paragraphs is expected, but little success is obtained during this year though the idea is imbibed. The choice of appropriate quotations of attractive descriptions is introduced. Perhaps some of you will recall the following paragraph from *Kingsley's Heroes*:

"How sweet it is to ride upon the surges,
And leap from wave to wave,
When the wind sings cheerfully in the cordage,
And the oars flash fast along the foam."

This rarely fails to be chosen by pupils and when, later, they have to re-write it they see additional causes for its attraction. We have no oral reading in that grade except for those who need it. Having promoted by age one may find children in Grade VI unable to read easily and, in fact, unable to read at all, these we take apart for special practise every day. Composition, as already suggested, is correlated with this work and this leads to Grammar and Spelling. Each child has a note book for alphabetical indexing of words and all the words wrongly spelled by him are written correctly once in this book, and three times in his composition book. Friday is spelling lesson when thirty minutes are devoted to corrections each child brings his book to the teacher and spells correctly the week's "error" words.

Nouns and Adjectives having been taken up, the verbs and adverbs are the next steps—ready for analysis in Grade VII, ever remembering that, with the type of child, constant repetition is essential.

We stress modern poetry and simple, bright, attractive rhythm, with no involved philosophy, e.g.,
Poetry Massfield, Noys, Walter de la Mare, John Drinkwater, W. H. Davies. In the course of a year some children will learn thirty poems, others perhaps not more than ten. The anthology idea is developed from Grade II and on throughout all the grades.

Grade VI in my school, being in the same room with Grades VII and VIII, share in the same dramatic work and play, reading the usual Shakespeare and some modern one act plays, the actual memorizing depending on class circumstances.

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The responsibility of being responsible for the syllabus has its advantages in enabling one to arrange the scheme in the easiest way possible. The aim of all organization must be to balance the work to the engine. The work of the preceding grades (three teachers) is as follows:

Grade I: By story and picture to learn of people of other lands.

Grades II and III: By story and picture and in as practical a way as possible to learn as much of England and Yorkshire as is possible.

Grades IV and V: The zones of the Earth and Europe. In Grade VI, they are ready for entering on more definite study. America is taken first as representing the simplest example of the relation of physical and climatic conditions on the "Home of Man."

Natural phenomena of the motions of the Earth, sun, and moon are explained in connection with certain practical work.

A definite attempt is made to produce the time sense fitting into the texture of the stories so far learnt. A time line is drawn giving a bare outline to the known history of the world

History and fitting in biblical events with their proper environment. As far as possible the work is more or less social history.

Some little difficulty is experienced with our Inspectorate regarding history of this Class containing three grades. They demand that three separate schemes should be in operation at once. This has been successfully combatted. It is possible to have three separate one-year schemes not necessarily progressive from one to the other, but concentric; e.g., constitutional and social and world history; so, by running two at once, the Inspectors are a little appeased. From April last an interesting local history scheme has been planned—a project idea correlated with local Geography and nature for the benefit of Grade VIII. The scheme proved to be very interesting and the results were excellent.

Civics in this class of three grades constitutes a class meeting every Friday after spelling corrections are all marked and tested—1.30 to 3.00. This is devoted to: mock trials, mock elections, mock parliament, debates, preparation of magazine, reading, etc. If plays are being prepared some of this time is devoted to practice.

I must confess I have deserved every censure regarding this subject; very little was done in any systematic way although my curriculum as originally planned provided for it, the arrangement of the time table being the obstacle; nevertheless, on the other hand, knowing the children and their parents personally, much was able to be done in a far more effective way, especially in the cleanliness of hands, head, teeth, body, and use of toilet. Another point is, my personal constant association with the boys, eleven to fourteen and that of the lady assistant with the girls in physical training and games on Saturday, matches and excursions to various local works and seaports, provide many opportunities indeed to be very effective along hygienic lines.

When first I became a principal, I was asked why in a country school I did not take Nature Study in the senior class. I replied that, as yet, I did not feel competent.

Nature Study and Science It was accepted. With the boys I take Science commencing with simple exercises in measuring accurately areas of irregular surfaces; measuring the value of π from circles of various size; finding volume, practically by immersion; a simple scale of the lever principle and movements; careful use of a balance

in learning to weigh accurately. That now generally constitutes my year's work, but the scheme is so arranged that an intelligent boy can carry through experiments, pulleys and expansion. Remember, these children are not considered fit for secondary school, yet such have often a superior practical bent.

Practical Work This constitutes Gardening and Woodwork. In correlation with these subjects there is a desk work giving the use of set squares, protractors, compasses and the measuring in degrees.

Arithmetic, Geography and Science are so correlated with Practical Work that it is difficult sometimes to tell which is which. We spend forty-five minutes per week out of the Arithmetic period until the standard is reached; then we drop it.

Pupils are eligible at eleven so that some in Grade V attend the wordwork centre for half a day each week.

Woodwork First year's exercises constitute planing accurately, measuring accurately, use of chisels and hammer. Panstands and brackets or wooden table mats are made, using halving joints but not mortise or tenon. Some boys, in Grade V, however, who are not capable of taking woodwork either by reason of backwardness in arithmetic or particular carelessness or lack of the necessary muscular control or by reason of choice take gardening. A plot of land 10 yards by 10 yards is used. They must grow: lettuce, radishes, onions, beets, potatoes, cauliflower, cabbages, brussels sprouts, carrots, turnips, swedes, brocoli and some flower annuals. They are given the seed and manure which must be paid for at the end of the year, plus about 10%. A ledger of costs and returns must be kept and the garden always weeded perfectly. These children generally become very interested in the work and voluntarily devote much time to it after school hours.

Two hours per week is allowed from sowing time (end of February) to harvest, (end of September). Simple experiments with various manures are tried on plants. Although there are late vegetables to sell during winter there is little actual gardening work to do, so the time is devoted to experimenting on soils and obtaining of a theoretical knowledge of plants.

My class as previously stated, contains many grades so that there is no definite work in certain subjects for each grade. The whole class is taken together

Art but (this is most strict rule) NEVER is anything drawn without the necessary object being placed before the pupils. Of course, we have the necessary cubes, cylinders, etc., but the teacher has supplied the vases, garden supplies, and flowers. Crayon work is replaced by water colors in Grade VI—gradually—and to those more capable Pencil work is taken during winter months as we have much dull weather and often have to work with artificial light. Mixing of colors and simple harmony is taught. The school being in the country, out-door work for Perspective and for Nature Drawing is done on those few occasions when the weather permits.

GIRLS

The scheme begins in Grade I with simple running decorative stitches and drawing threads in color; next hemming and making of a work bag, until in Grade IV, several pieces of underwear and aprons are made. They are now ready to make simple summer dresses. Sometimes, however, backward children who are only slow yet exceptionally careful are still doing earlier work. Sleeves and cross pieces are attempted.

About two hours per week is spent at needlework. The girls, from their 12th birthday, also take one day

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YEAR	BUSINESS IN FORCE	ASSETS	POLICY RESERVES	PREMIUM INCOME	TOTAL INCOME	INTEREST INCOME
1918	\$184,000	\$71,905	\$11,825	\$5,578	\$11,278	\$2,873
1920	\$723,000	\$109,699	\$29,763	\$22,586	\$53,444	\$5,963
1922	\$3,920,359	\$229,725	\$123,938	\$89,368	\$143,787	\$11,422
1924	\$5,754,629	\$400,866	\$312,463	\$156,998	\$195,791	\$15,181
1926	\$6,790,998	\$611,909	\$519,862	\$223,174	\$252,492	\$28,681
1928	\$10,058,498	\$1,024,117	\$863,803	\$316,771	\$376,193	\$52,394

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per week at cookery. This affects only a few in grade VI, until the latter half of the year.

No definitely progressive scheme is enforced, for the aim is delight and pleasure in good music.

Music However, voices are tested, ear tests, and sight singing and breathing exercises are given subsidiarily. It will be interesting to note, that, apart from the books of staff sight-singing exercises, all the music books are personal property of the staff.

One half hour each morning is given to opening exercises including singing of hymns and prayer by the assembled school, and to class work in scripture stories. Sometimes an improvement to the opening service takes the form of a solo by one of the children. Work in the top class includes: Historical study of the chief events of New and Old Testaments; Geography of Paul's journeys,

and of Palestine; Study of the Literature; and memorization.

Games are provided partly at the expense of the children and partly at the expense of the Education Authority, but football and cricket for boys are better established than net ball and hockey (field) for girls. Country dancing and sword dancing are included and physical training must be taken in three twenty minutes periods per week. Swimming is also included during the summer months.

This outline is the development from a long past; it may appear to Canadians somewhat interesting, if not quaint. Yours, however, is the golden opportunity, for our educational system in the making inside and outside the classroom is untrammelled by legacies from the past.

The Teaching of Ethics in the School

By WELLESLEY FRASER

CHARACTER is far more important than intellect. We see more clearly now than ever before the fallacy of the dictum, that education can do all things. If we could secure that every boy and every girl in the world today eventually gained the best M.A. degree in the best university, we should not thereby solve our human problem. It is possible to have a first class brain and a third class character. Clever brains and shallow characters may go together.

From the standpoint of mental and physical development, the Public School System has made marked improvement. Methods of teaching have been modernized. But while the public schools are sending out pupils better trained mentally and better equipped physically than ever before, the third and equally important side of the triangular child's nature is left rather feebly developed.

Educational facilities were never so general and efficient; attendance at public schools was never so large; intelligence was never so widely disseminated; ignorance never showed so low a percentage; but there are more criminals now, proportionately, than ever before. While illiteracy decreases, crime increases. Something like 20% of our Provincial Budget Expenditure is devoted to education. Our School Law requires that each coming citizen of our province shall devote more than one-eighth of the average life-time to the pursuit of education. Yet it is an alarming fact that by far the greater number of criminal offences that occur in this capital city of Alberta is committed by juveniles and that the cost entailed by criminality and delinquency in the United States is estimated as exceeding, by several million dollars, the aggregate sum expended for all forms of education in that country.

The logical conclusion is either that education is not a moralizing force, or else that the present methods of instruction are sadly defective as touching the moral side of the youth.

From the economic standpoint, then, moral training in public schools is a manifest necessity on account of the cost of crime and incorrigibility.

Every outbreking, criminal deed sets in motion its wide, sweeping, demoralizing wave. It is known that peculiarly horrible crimes are quickly imitated, oftentimes in places distant from the scene of the original atrocity.

The foundation stone of national life is, and ever must be, the high individual character of the average

citizen. Here unfolds the province first of the home, then of the home and school; then of the home, school and church and finally of the church, to inculcate the lessons that make for good citizenship.

The mentally and physically trained but morally untrained youth, turned loose upon society, is like unto an infant given a fire-brand amid the draperies and combustibles of the nursery and left to itself to try the element of destruction in its infantile ignorance.

Such untrained youths carry unwittingly the instruments of their own destruction and of the resultant danger to the society of which they are designed to be conservators.

One of the primal claims in behalf of moral training may be based upon the inherent worth of the individual child.

What profits it to rear with infinite pains, and at great cost, the framework of young manhood and of young womanhood, using only their mental and physical capabilities as structural material, while the essential foundation of all good education—the moral development—is left out? What result more natural than that such a structure should topple and become a menace to society, as soon as the demoralizing influences of life beat upon it?

As between the educated criminal and the ignorant lawbreaker, the former is a far greater menace to society. Not only is the educated criminal more capable of committing graver crimes than his illiterate brother-in-crime, but society has been deprived of the time, effort and money spent in his education and is subject to the shock and demoralizing impress which a conspicuous career, wrecked in crime, gives.

It is of the utmost importance that from the schools should be turned out youths trained in moral duties and capabilities, to fight the nation's battles for honesty, uprightness, clean living, right thinking and just and helpful governing.

The mental, moral and physical in man—each has its peculiar capabilities, its distinct functions; and yet so closely related, so sympathetic are they, that none may suffer nor be neglected without all being affected. Thus it is seen that the child of vicious habits drains its own physical being and sows the seeds of mental and physical decay.

Education is a spiritual thing; religion is a happy and expected part of education; and a boy's best friends are religious influences. Its value as a money-making

device is secondary and is a by-product; its purpose is to so inform the mind that it will have an inner life of its own, detached from the actual conditions in which life is being lived.

The moral influences of the school may be classified as having their origin in the studies themselves; the discipline of the school; and in the personality of the teacher.

The various branches of the school curriculum regarded from a moral point of view, fall naturally into two classes. They either primarily define and develop the pupils' purposes and ideals or they primarily equip him with physical ability, knowledge and mechanical skill necessary to carry these purposes into execution. Their aim is either ethical idealism or ethical efficiency. The public school furnishes both of these elements of human culture and when rightly used has abundant power to make men both more noble and more efficient.

The late Professor James said: "If we were to ask what are the bosom vices of the level of culture which our land and day have reached, we should be forced, I think, to give the answer, that they are swindling and adroitness. We see college graduates on every side of every public question. Some of Tammany's staunchest supporters are Harvard men. Harvard men, as journalists, pride themselves on producing copy for any side that may enlist them. There is not a public abuse for which some Harvard advocate may not be found."

This is not an argument against Harvard, his own university, nor against other universities. It is only an argument to show that intellectual training, by itself, cannot be relied upon to accomplish, single handed, the task of completely fitting a man for his work in the world. It is often said that the prime object of education is to teach a man to earn a living. But a man needs not so much to be taught how to live as how to live in the highest.

Society could not exist without justice, truth honesty and industry. They are necessary conditions, not only of the well-being of society, but of its being at all. The paramount business of the individual is to moralize its life and the supreme business of society is to moralize itself.

It is, indeed, astonishing that, notwithstanding the recognition of the vital importance of morality and the constant affirmation by educators of the ethical end of education, very little attempt has been made in this country to work out such "a graded system." In France and in Japan a system of moral instruction has been introduced into the government schools; and in England such a system has been organized and introduced into a great number of their schools. That we have failed to provide a graded system of moral training, and get along with what, at best, can be called incidental instruction, proves us, as educators, to be woefully recreant to the most vital and sacred interests of those committed to our care.

Professor Marshall of McMaster University, when dealing with the problem of character, declared: "The greatest peril that threatens mankind today is the peril lest man's intellectual development, his mastery of the laws and forces of nature, should outstrip his moral and spiritual development and lead to the extinction of civilization in a warfare more hideous and barbarous than our rude barbarian ancestors ever knew."

Conan Doyle, in one of his recent works, says, "The most dangerous condition for a man or for a nation is when his intellectual side is more developed than his spiritual. Is that not the condition of the world today?"

As far as the nature of things in our educational system permits, probably all that is possible is being done to touch the moral side of the youth. But from

the very nature of present conditions, this can be but incidental instruction.

It seems reasonable to believe, when a system of moral training, a graded system, is introduced into our schools, that education, as a result of this, will take on a new aspect; that its object will then be regarded as one to prepare and to equip for the duties and responsibilities of life—not to turn out industrial and commercial bosses, gaffers, time-keepers and cash registers; that the creating of beautiful things with the hands, the actual labour in the arts and crafts and industries will be regarded as an infinitely nobler contribution to the happiness of mankind than the clipping of coupons and living on the sweat of other men's brows.

The International Oratorical Contest

By F. A. RUDD

STUDENTS in Secondary or High Schools throughout the Dominion are now in the midst of the Annual International Oratorical Contest, which is a recent innovation in the educational programme of this country. The interest taken in this work throughout Canada last year, and in this Province in particular, augurs well for even greater results this year. Canada has twice occupied third position in international standing in these contests, an enviable position in itself, but there is no reason why she should not rank as the leading country of the world in this field.

As the organization in Alberta stands at present, the Province is divided into two districts—Northern and Southern. Any student doing any of the work in the four years of High School is eligible to enter the competition. There are twenty-eight Inspectorates included in the 1929 contest in Alberta, in each of which a district competition is held, and where necessary, a sub-district competition. The preliminary contest in each of these districts was completed by December 15; the sub-district contest completed by December 31, and the district contests completed by February 16. The district winners will meet in Calgary and Edmonton during Easter week—April 1-6. The two winners of this contest will meet in Edmonton before May 1—the date to be decided later—to decide the championship of the Province. This winner will then represent Alberta in Toronto at the National Contest to be held there early in May. Canada's representative is then chosen and given a free trip to Europe this coming summer. On the conclusion of this trip the International Contest is to be held in Washington, where the world championship will be decided.

The Alberta winner will receive \$200.00 and a trip to Toronto with all expenses paid, including those of a chaperon, if the winner is a girl. In the Southern Alberta Division—and I presume the same is true of the Northern Division—each of the fourteen district winners will receive a \$10.00 gold piece and a trip to the debating centre with all expenses paid, which centre is Calgary for the Southern Division and Edmonton for the Northern Division. The runner-up in each district will receive a \$5.00 gold piece. Each school producing a district winner will receive two approved reference books. This indicates the expense involved in carrying out a project of this nature, and the sponsors of these contests in this Province—the Edmonton Journal and the Calgary Herald—and all those who foster this movement in any way, deserve the whole-hearted support of the public.

The advantages of these contests to the High School students of Alberta, and of Canada generally, cannot be over-estimated. There are four topics chosen for discussion this year as compared to one last year. These are the following:

- Canada Among the Nations,
- The Unification of Canada,
- The Peoples of Canada,
- Canada's Economic Problem.

These topics are sufficiently wide and diverse to afford to all participants in the 1929 competition a very comprehensive understanding and sincere appreciation of the great problems facing this Dominion and of the opportunities which it affords. Such a study as this competition involves will tend to broaden the mind of the student, particularly the student who is fortunate enough to be the representative of Canada at Washington in 1929. Anyone who has studied Canadian conditions scientifically will realize what a broadening influence emanates from a fund of statistical information about this country compiled from the labours of his own research. We need today more graduates from our High Schools who know Canada and who can converse intelligently in the best English on National and International affairs. These students are to be the men and women of tomorrow and many of them are to be the statesmen of a country which is destined to be in the forefront of the nations of the world. Such a training as these contests afford is one wholly effective in creating that broad mindedness and sense of values so essential in the world today, a training that will lay the basis of a successful future for the students who are the Provincial, National, and International champions in these competitions. Many of these students will subsequently attend Universities in the field of higher education and this oratorical training will lay an admirable basis for their work in the higher institutions of learning. Their work here will undoubtedly reflect the benefit derived from their success in the oratorical work. To such institutions where thinking men and women are training for a life work, students who have been successful in these contests, can come well prepared to take an active part in the life of their university and can lay a yet firmer and broader foundation for a life of useful service.

Olive Oil

By R. L. REID

*"Care to our coffin adds a nail no doubt;
And every grin so merry, draws one out."*

WE often hear it said, in fact we *always* hear it said, that the teacher must look outside his salary cheque for the real rewards of the profession. This is also true of soldiering, one of the other professions I have followed and, in comparing the two, I find many times that experience in the one helps me to reach out for this fuller reward in the other.

Both have thrills, of sorts. The memories of how the old knee-caps used to jump around after six hours of shell-fire help me to put up with the exasperation of my thirty assorted little d—e—arlings and realize that tomorrow will be a brand new day. Yet I look back on army life with a distinct sense of pleasure, and analysis shows this to be attributable largely to the funny stories and incidents which the "boys" told and enacted. So I have learned to save and enjoy the humor of those spontaneous puns, misconceptions and exaggerations which occur so often in school; though seldom do I dare allow my appreciation to appear at

the moment. For example, when my glib "sixth grader" recited the Lord's Prayer to everyone's satisfaction but proceeded to write—

"Our Father we are in Heaven
Hell will be our name,"

I felt constrained to have enunciation drill and a lecture on the sad way in which glibness destroys reverence. Yet secretly I was drawing more than my pay.

My own son disturbed my serenity the other night at supper, but not my digestion. The subject for History in a senior grade had been "Social changes wrought by the Norman conquest," and he gravely confided to his mother that I had shown favoritism by praising Norman Jones' politeness and table manners, proceeding to back his contrary opinion by disclosures which I should not have heard.

The futility of trying to counteract the idioms of the various homes was well illustrated by my prize grammarian who finished her excited tale of a milch cow's adventures, with—"An' that there crittur clumb right outen that crick an' lit out fer the barn." Yet what a conquest for my Dramatic teaching, if you can look at it that way. Useless also were my efforts to convince a dour young Scot that, "The Better Land," which the mother in the poem is holding out to her daughter as a very desirable place, could be aught else than the Scotland so often referred to by his own mother. He is still of the same opinion and next year I shall not even take the risk of teaching that poem to the next grade unless I can seize a day when Jock is absent.

I "drew a coffin nail" only the other evening, if Dr. Walcott's estimate of a grin is correct, and earned my Ninth Grade grant as well. A serious-minded pupil was laboriously listing the various types of power used in transportation and the record speeds attained by vehicles propelled by them. He lacked one of reaching the number I hoped for, and from some dim memory put down "The Power of Imagination." His efforts to attach this to a vehicle made the convolutions of his gray matter almost visible from the outside and I was compelled to leave my position, above and behind him, and go outside and whoop. I gave him solemn commendation and hope he puts the same hash down on the final, for if I know examiners it would be accepted as good psychology, if not good science.

Now, if I have made my point, a second advantage is at once apparent. Stern necessity represses our generous instincts in the matter of money; but this reserve fund we can share without loss and I trust the A.T.A., as public treasure chest will find room for this, my mite.



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On the Foremost Question

J. T. SHAW, CRITICAL, SAYS SCHOOL PLAN TENDS TO DISASTER

Liberal Leader Says Centralization Too Great, Expense Too Large and Scheme Not Likely to Promote Teaching Efficiency.

BRINGING to a conclusion an address of more than one hour, Joseph T. Shaw, leader of the Liberal forces in the Legislature, entered into an exhaustive critical analysis of the government and its activities during the last year, in a recent session. Mr. Shaw moved an amendment to the address in reply to the Speech from the Throne by adding thereto the following: "That this House urge upon the Government the urgent necessity for a thorough complete and competent investigation and survey of the power resources of the Province and the consideration of and recommendation as to, the most efficient and economic means and methods of development, distribution and utilization thereof and, pending the submission of such a report to this House, that the Government should not alienate or consent to alienate by way of sale, lease or otherwise, of any power resources within the Province."

In moving his amendment the Liberal leader said he would be willing to withdraw it ere it went to a vote, providing Premier Brownlee would give the House assurance that some such investigation would be made. In this connection it may be recalled that speaking at the U.F.A. annual convention held in this city, January 15 to 18, inclusive, the Premier said the Government was seeking the very best man it could obtain to make such investigation.

The need for a sound and aggressive power policy was one of the dominant notes of the Liberal chieftain's address. Standing as it did on the threshold of an engineering age, Alberta must not be asleep to the great currents of the period in which the people of today were living, but taking occasion by the hand, the people should lay sound foundations for a wisely ordered industrial development. He urged the Government to thoroughly investigate and determine the most efficient and economic means and methods of such development.

Much of his address dealt with the new School Act which Hon. Perren Baker, Minister of Education, proposes to introduce. In the Minister's proposal regarding rural education as outlined in his pamphlet, Mr. Shaw found an absence of democratic ideals and a standardization and regimentation much more aggravated than under the system proposed to be thrown out.

Enumerates Objections

The objections to the Minister's proposals were enumerated as follows:

First: The whole administration machinery of education would become centralized in the Department. The superintendent and supervisors would be Department employees. In practice they would appoint the teaching staff, thus absorbing the only reason for which the divisional board was presently created.

Second: The general board was an unnecessary expense. Its duties were entirely clerical. They secured the assessment figures from the equalization board; they secured statements of teachers' salaries from the divisional boards and with the information thus gleaned a child could fix the mill rate. Why call 20 men to do this? A good adding machine operator was all that was required.

Third: The Minister claimed that his scheme would make for a fairer distribution of the cost of education. The scheme applied only to rural education, thus there being sixty per cent of the population affected. Why should forty per cent of the people escape the opportunity to bear some share of the educational costs in marginal and submarginal areas? If education was a provincial-wide responsibility, as the Minister claimed, why call upon sixty per cent to bear all the special educational burdens?

Not Productive of Efficiency

Fourth: Teaching efficiency might be promoted with proper supervision and with better economic conditions for teachers. But higher pay in the country would mean higher pay in the city and thus the cityward drift of teachers would continue, with the usual disastrous results to rural education. Lacking opportunity for promotion, with scheduled pay, with no pension provisions and centralized departmental regimentation, the scheme offered little by way of increasing teaching efficiency and permanence.

Fifth: The districts created for school purposes would be too unwieldy and unsuited for any other purpose. The aim should have been to create units suitable for local purposes including health, colonization, noxious weed districts and so forth.

Sixth: The whole plan made for a centralization which was disastrous for school purposes. It was urged that the whole school problem should be kept from partisan consideration and that a special committee of the House be appointed at once to work out a plan suited to the special needs of the Province. Certainly investigation of the problem should be undertaken at this session.

—Calgary Albertan.

SHOULD SEE THE JOB THROUGH

THERE may be some defects in the new School Act which the Minister of Education is putting before the Legislature. But the need of some solution of the present problem is a pressing one, and the Minister is to be congratulated for tackling it. As stated by the Labor men in the House, Labor will give him sympathetic support and only such criticism as is considered constructive.

The Labor News hopes that Mr. Baker will not be discouraged by the criticism of such a body as the School Trustees' Association. There is evidence, spreading over a long period of years, that this organization is utterly incapable of dealing with a matter so important as the solution of the tremendous educational problem which the province has on its hands. Bert Huffman, writing in the Calgary Albertan on Thursday, has expressed

the opinion held by many trustees who have attended previous conventions of the Association. It is a perfectly useless organization, in its present form, causing an unwarranted waste of money to the ratepayers of the province.

The responsibility of the Minister of Education to bring about a needed change in the educational system of the province is not lessened by criticism of any scheme which he may put forward. It is inconceivable that there should be any change without criticism, and some, like the Trustees' Association, are looking for the chance to take a fling at anything that may emanate from government sources. If the Minister delays action until someone has conceived a scheme which will not meet criticism, he will never move at all. And that would be poor statesmanship, to say the least.

—*Alberta Labor News.*

NEW BILL NEEDS THOUGHT

EDUCATIONAL experts think it would be a splendid thing for the rural schools of the province. Persuade the people to think so, too, and the success of the proposed legislation will be assured. Many reckless statements have been made against the Act, as well as a number which are quite reasonable. All this should be debated and threshed out at meetings.—*Stettler Independent.*

BETTER EDUCATION

IN his public submissions of the facts concerning the system of rural education in Alberta, the Minister of Education (Hon. Mr. Baker) points to four outstanding "defects" for which the bill to be introduced at this session of the Legislature proposes to furnish remedies. These are: that ambitious and able teachers cannot be retained, teachers are not placed in the schools to which they are best suited, there is lack of supervision and there is no satisfactory means of eliminating the inefficient.

With regard to the first of these the Minister admits that at the present moment 700 teachers annually leave the profession—necessitating, of course, the enlistment of 700 young and comparatively inexperienced recruits to take their places.

Rural teaching (the Minister admits) offers no prospect of promotion. The common salary of \$1,000 which the beginner receives sets the standard for the whole field so that excellent teachers who have done faithful work and acquired the experience of many years receive little more than when they began.

It is calculated that a remedy for this condition, which could be effected by placing the engagement, discipline and salary rates of teachers in the hands of the proposed divisional boards instead of with the rural school trustees, will be available under the new scheme.

The solution of the second difficulty, the placing of teachers where they are best fitted, should be welcomed by every rural school trustee. The theory and practice of teaching is a technical subject for which rural trustees will admit not one in a hundred—perhaps less—of their number is equipped. It is impossible, as the Minister points out, to select a teacher with nothing on which to base judgment but a sheaf of written applications and this is all the average board has on which to base its decision.

The unfortunate results (says the Minister) are well known to all who have observed the tragedy of a very good teacher who might have done excellent work in one type of school given a task for which she is entirely unfitted.

Under the new system the professional knowledge of the superintendent would be available for the selection of teachers, thus reducing the number of misfits to a minimum.

The advantages of the thorough supervision of teachers and their work would be possible under the proposed plan. Supervision does not merely imply discipline. It means the guidance of young teachers, who, left alone with their work for the first time since their graduation from normal school find difficulty in applying the scientific principles they have learned. Few can appreciate the tremendous problem which faces a young girl in her late 'teens or early twenties endeavoring to teach, with neither assistance nor guidance, a class of youngsters, keep them properly disciplined and take an executive hand in details of organization and management. Continued inaptitude, of course, leads to the search for a solution of the problem of eliminating the inefficient or unsuitable. This does not imply a ruthless system of "firing" on the slightest provocation. The inexperienced teacher's inability to deal with the problems which come crowding upon her at once on the very outset of her career may overwhelm her to the disadvantage of herself and the school in which she has been placed. In such a case transfer to another school may be the satisfactory solution for both.—*Calgary Albertan.*

SHOULD THERE BE A GENERAL BOARD?

A HEAVY programme has been prepared for the session of the Legislature. The measure that promises to receive the liveliest discussion is that proposing revolutionary changes in the rural school system. No definite action is, however, likely, as the premier intimates that the government does not intend to force the bill through and is willing to have it stand over for consideration till next year.

Many of those who are strongly in sympathy with the objects which the Minister of Education has in view, and who applaud him for undertaking to improve the system, see difficulties in the working out of his plan as he has sketched it. But it may be found that the bill has been drafted so as to meet them and until it is available there is no use in saying that they are insurmountable.

Attention has been called in these columns to the need of establishing control by the general board, which is to have the taxing power, over the divisional boards which are to have the employing of the teachers. The latter cannot be left free to extend educational facilities within their divisions as they see fit unless they are also to be responsible for raising the required money. *The Vegreville Observer* takes up this point and says:

Neither Mr. Baker nor anyone else can draft an act which will prevent certain divisional boards from running excessive costs somewhere along the line—costs which have to be met from the general fund. The divisional board will not be held

responsible and the general board is not likely to be in any position to question what a divisional board demands.

Centralization, it holds, is essential up to a certain stage. But it feels that in creating the general board Mr. Baker is carrying a good thing to excess.

Conditions, the Vegreville newspaper argues, differ in this province. What might be fairly applicable to some parts of the south is by no means applicable to the north as a whole. We would be surprised indeed if the members of the Legislature do not seize upon this weak point and use it with deadly effect on the whole scheme.

... There are other arguments which can be used against the idea of a general board and these will be brought into play as time goes on. The Observer cannot help but regret that Mr. Baker expended his scheme beyond the divisional boards which are quite workable, feasible and acceptable.

All indications are that the problem when it comes before the Legislature will resolve itself into whether there is to be a general board or whether it will be dispensed with and taxation, as well as the direction of teaching, be left with the divisional bodies.—*Edmonton Journal*.

THE EDUCATION BILL

We think that the only weakness in the proposed scheme is the centralization of taxing powers in one board and one taxing area instead of each division. But he suggests that method of collecting taxes or collecting teachers' salaries only as alternative to the divisional scheme.—*Stettler Independent*.

WHAT DO THE TEACHERS THINK?

ORGANIZED school trustees, rural municipalities and the like have passed resolutions from time to time during the past few weeks anent the scheme devised by the Minister of Education (Mr. Baker) for the administration of country schools. At the time when he first made his proposals known, Mr. Baker explained that he wished to get some hint of the reaction of the public toward them before the Legislature assembles and although the reaction was somewhat delayed, Mr. Baker can hardly longer complain that it has been either inadequate or lacking in emphasis. There have been many expressions both in support of Mr. Baker's programme and against it, but apparently the teachers themselves have had very little to say on the subject.

This is, of course, both natural and proper since the teachers will be amongst those most affected. Nevertheless, while we may not expect to hear them publicly expressing their views, it is an interesting (and reasonable) conjecture that individual members of the profession are in favor of the proposed programme. The fact that the functions of the rural school board would be limited to the business management of the school districts and would no longer include the engagement, payment or discipline of teachers should in itself be a strong appeal. Most of the grief in the rural school districts arises out of disputes of mysterious origin which break out from time to time between the boards of trustees and the teachers.

Under the proposed scheme, the teacher will be responsible to the division and no longer to the local board among whose members there is invariably one member or more with some kind of hostility complex—useful enough in the election campaign by which he gains his seat—from which the teacher, being without the power to "talk back," is the sufferer. This hostility complex is to be found also in business life. It is usually a symptom of weakness trying to conceal itself behind a great show of bluster, but whatever the origin of it may be, it has been the cause of a great many tears—and, in one recent case, of suicide—by the country school mistress.

The benefit to the teacher, however, is a mere incident in the whole scheme. Unquestionably the scheme is designed to raise the status of the teaching profession and as a consequence education would become simpler, teachers more plentiful and schools more efficient.

From the nature of the discussions which are taking place in the country districts and smaller towns, Mr. Baker's scheme is not yet understood. The opening date for the Legislature has come and gone and the business of the session makes the absence of the Minister from Edmonton almost impossible, but it seems as if either he or a well-informed representative of his department should make a hurried visit—it could be no more at this late date—to some of the places where the local authorities still seem to have rather nebulous notions of the project.—*Calgary Albertan*.

BAKER SCHOOL PLAN IS CONSTRUCTIVE

WHILE official endorsement of his rural school improvement plan by the U.F.A. does not mean that Hon. Perren Baker will have clear sailing through the Legislature with it, the favorable reaction by the organized farmer body is likely to make passage of the measure less tempestuous.

The minister's aim is to bring into the rural school system of administration and management greater efficiency than is possible under existing regulations. The ground taken by him is that inasmuch as the state has assumed responsibility for the creation of a system of education and for its general administration, it should be willing to assume responsibility for such perfecting of the system as may be necessary to make it function with maximum efficiency in all sections of the province. That is reasonable ground to take. That the system is not functioning efficiently in all parts of the province is generally admitted. Hence Hon. Mr. Baker's move to bring about improvement.

Opposition to the plan proposed comes from members of rural school boards and others who fear that, if adopted, the plan may mean loss of local control of teachers and their salaries and possibly a higher school rate. Loss of local control of teachers and their salaries may easily be a blessing in disguise from an educational viewpoint. Under the Minister's plan control of teachers and their salaries will rest with boards of directors elected by the ratepayers of each of twenty rural school divisions, in each of which will be included approximately 150 of the present school districts. The existing local district boards will retain all their present powers with the exception of hiring, discharging and paying the teachers.

An innovation of even greater importance is the establishment of a single taxing area for the whole province for the raising of money for rural teachers' salaries. For this purpose a general board will be created, made up of the chairmen of the twenty rural school divisions. This general board will fix the rate of pay for teachers, draw up an annual budget, fix a common mill rate for the entire area for salary purposes and pay the salaries.

What looks to be the best part of the Minister's plan is the provision made for teacher inspection and supervision. In each division of 150 districts there will be a superintendent and two supervisors who will constantly inspect and supervise the work in the various schools of their division. These officials will be appointed by the government and paid out of government grants. This innovation promises to bring an end to the constant complaint that rural schools have to get along with practically no supervision. It will also, through the reports of superintendents, make possible much more intelligent and effective selection of teachers by divisional boards of directors.

The Herald believes that Hon. Mr. Baker's proposal has in it enough of merit to warrant serious and sympathetic consideration from the legislature. Undoubtedly there is room for improvement in Alberta's rural school system. In many respects we have outgrown it, and to continue it as it is cannot possibly serve any useful purpose. The Minister of Education is to be complimented upon having had the initiative and nerve to tackle what was bound to be an unpleasant task. The changes he proposes may not bring perfection to the system, but at any rate they offer promise of sufficient improvement to justify us in giving them a trial.—*Calgary Herald*.

SCHOOLS AND TAXATION

YOUR thoughtful editorials and your excellent news reviews of the proposed changes in our provincial educational system have caused much interest to be taken in this subject.

This new arrangement of our school system proposed by the Minister of Education is now the most important public question before the people of Alberta. It means a complete and sweeping realignment of our entire educational machinery. Teachers, taxpayers, students and provincial administration are all involved in a most drastic reformation of our fixed educational status. It is an epochal event and the people of Alberta should face it and discuss it as such.

Sufficient details have now been published in *The Albertan* for the public to arrive at an understanding of the proposed changes. And before the Legislature meets it should be so thoroughly discussed and understood that there should be no doubt in the minds of the members of our Provincial Legislature as to the attitude of the public and school patrons on the vital subject, when they are called upon to act on the proposed bill.

The annual convention of School Trustees for Alberta will be held at Lethbridge, February 5, 6 and 7, and it is sincerely hoped that as many of the districts in the province as can possibly send

delegates to that convention, will do so. At that time the proposed educational changes will be the principal topic of discussion. And the action of that convention will perhaps have very great weight in the final disposition of the matter by the Legislature. So it is hoped that every one of the districts in the province will make a special effort to take part in the discussion, so that the widest possible understanding of the subject may be arrived at.

In Alberta and Western Canada we are engaged in the monumental task of building up a great civilized state in a white man's country. Education is the foundation of that state. And to secure the fullest measure of education to every child during its normal school years at a minimum of cost in keeping with efficient service and good results is the work of government.

At the present time there are about 3,000 school districts in Alberta with a local board of trustees for every district. This means that there are 3,000 sets of officials, not working in harmony, not co-ordinated, not in touch with each other, not with a central ideal of good results in view, not interested in any other problem except their own little problem of taxation in a space five by six miles in area.

The result of this dissipated effort is educational chaos. Something must be done and should have been done long ago to rectify this condition. Our children are suffering by it, the teachers are suffering by it, the taxpayers suffers most of all, and our educational results in rural schools are wretchedly insignificant and unsatisfying.

Practically the only matter in which these 3,000 districts agree and work in harmony upon is the constant hammering down of teachers' salaries in an effort to keep taxation low. The result is that we are getting what we pay for—poor service for poor pay, and with the appalling result that our children, who will be the voters and administrators tomorrow, are only half equipped for life's work, after all the elaborate educational frills which we tack on to their minds.

It is to be sincerely hoped that the trustees' convention does not take the mercenary money view of this great subject. Educational training is a life-long blessing or handicap to every man and woman. I am willing to try the new plan, regardless of the question of taxation if it offers the faintest promise of improving our lame educational system of today. Government costs money. Education costs money. Roads cost money.

Let us go to Lethbridge with an open, fair mind, ready, honestly and thoroughly to discuss this proposed great change. Let us not balk at a few mills of taxation, should that spectre loom on the horizon. It may not cost any more than the present system. That is to be ascertained after a trial. But there is no doubt in my mind but that this plan of co-ordinating the entire educational work of the province, weeding out poor teachers and advancing deserving teachers, will be beneficial. It cannot be otherwise, if once we get it working smoothly.

—Letter to the *Calgary Albertan*

AUTOCRACY AND EDUCATION

JOSEPH T. SHAW, leader of the Liberal opposition, opening the debate on the Speech from the Throne in the Alberta Legislature, denounced the proposed changes in the Alberta School Act as tending to "an absence of democratic ideals and a standardization and regimentation much more aggravated than under the system proposed to be replaced."

We thoroughly agree with the Liberal leader. The placing of responsibility and power in the hands of individuals is fundamentally opposed to the best interests of democracy, and the liability in this case would be the placing of too much power in the hands of the ambitious Perren Baker, Minister of Education. This would tend to make him the Napoleon of Alberta's education, with *all power centralized in him at Edmonton*. It would lead to a bureaucratic control of the system of education, of the appointment of teachers, and so on.

Further, higher pay for rural teachers would mean a proportionate increase in the cities, and the scheme would fall flat because we should soon be back again at the starting point.

Mr. Shaw urges that the problem of Alberta's education be kept free from partisan considerations, and here we thoroughly agree again. Education is far too important a matter to be the subject of party wrangling. The future of Canada depends largely upon the type and quality of the education given our children now, and the highest standard must not be imperilled either by individual autocracy or by party politics.—*Bow Island Review*.

RURAL SCHOOLS

Although the main features of Hon. Perren Baker's School Bill, as it might be called, are fairly well known, the general public, while not inclined to lay a finger on some definite detail and point out wherein its weakness lies, is not satisfied to have the bill read into the statutes at the present time. It is understood that the private members of the House largely take this view of the proposed legislation and that the Premier will not press for its passage at this session.—*Medicine Hat News*.

NO CREDIT TO ALBERTA

NEWs of the rejection by the Alberta School Trustees' Association of the Minister of Education's bill for the re-organization of the provincial school administration system having reached Saskatchewan, the press of that province uses the occasion to point to the Alberta trustees as a "horrible example."

It so happens that the re-organization of school administration systems is a very live question at the present moment in all the western provinces. The details of the problem may vary slightly, but it is present with all of them. Consequently, the total refusal of the Alberta trustees to endorse Mr. Baker's carefully prepared project has been noted with interest, but it has not been accepted for universal guidance.

The fact that the Alberta trustees insist on reserving to themselves the right "to hire and fire the teacher" seems to be regarded in Saskatche-

wan as the height of narrow-mindedness, having regard to the extent to which education generally could be bettered by the adoption of another plan. Mr. Baker's scheme may not be the best solution, but something has to be done for the improvement of rural education and Mr. Baker's bill is at least a step in the right direction. Its defects, if there are to be any, can be corrected as they appear.

Says the *Saskatoon Star-Phoenix*:

"They (the Alberta trustees) wish to retain the system under which the local board of trustees, representing a score or more of farmers, is the autocrat of the one-room school. . . . Mr. Baker has shown that this plan is antiquated and inefficient, doing justice neither to students nor teachers."

The *Saskatoon* newspaper, however, concedes the utmost credit to the Alberta Minister of Education for his determination to bring his bill before the Legislature, notwithstanding the objects of a group which has not yet been shown to be representative of true public opinion. The Saskatchewan school trustees are due for a convention in Regina this month and the newspaper quoted above improves the occasion by hoping that they "will be rather more open-minded than the Albertans," and concludes by pointing out that the value of local autonomy in school administration has been grossly exaggerated and may even do more harm than good as teachers who have to run into local feuds and jealousies can testify.—*Calgary Albertan*.

THE EDUCATION BILL

Neither Mr. Baker nor anyone else can draft an act which will prevent certain divisional boards from running excessive costs somewhere along the line—costs which have to be met from the general fund. The divisional board will not be held responsible and the general is not likely to be in any position to question what a divisional board demands.—*Vegreville Observer*.

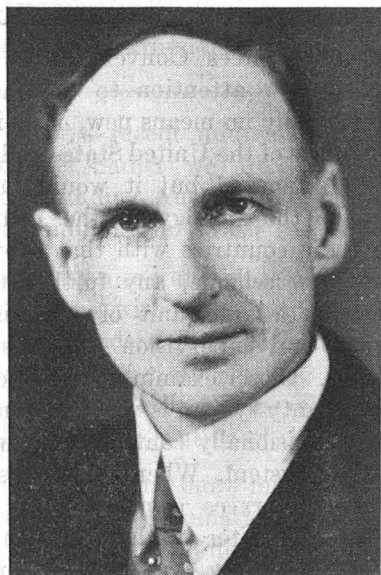
WHEN THE DICTATOR IS AWAY

The *Medicine Hat News* thinks H. W. Wood is still the dictator. It credits him with saving the Baker educational programme when it came before the U.F.A. convention by urging the delegates not to embarrass the Government. But when the school trustees met here last week—and the *News* is of the opinion that the bulk of them were U.F.A. members—the Baker bill had few friends. Had Mr. Wood been at the trustees' convention, would the tale have been different? The *News*, we are inclined to think, is of the mind that if Mr. Wood had said the word the delegates of the U.F.A. color would not have been so hostile.—*Lethbridge Herald*.

THE SCHOOL BILL

The proposed School Act, if it is passed, will not be supported by the majority of the trustees. Its support will come from the people in general, especially from those who are parents of children. There is no question but that the people in general are dissatisfied with our rural school system. It is badly in need of reform. It is at the same stage in Alberta that the school system of Ontario was 50 years ago.—*Stettler Independent*.

INSPECTOR R. J. SCOTT



MANY friends of Mr. Scott will join with us in congratulating him on his recent appointment as Inspector of Schools, an appointment the wisdom and discretion of which will be questioned by none. Bob is an example of what pride, in the profession, perseverance and hard work will do in the way of bringing a teacher to the top. His leaving the Edmonton staff makes a gap difficult to fill, whether from the standpoint of a popular teacher, principal, loyal co-worker or leader.

Always a booster and interested member of the A.T.A. since its inception, he has taken an active part in practically all important negotiations between the Edmonton School Board and the staff; he has served as president of the Edmonton Public School Local and as official representative of the Alliance to the School Board, doing much to preserve the \$1,200 minimum.

Originally Bob hailed from Wiarton, Ont., where he attended public and high school, afterwards attending the Model School, Owen Sound, Ont.

He first of all taught a short time in Ontario and then the "Call of the Wild" drew him to Alberta. He attended the Calgary Normal School in 1912 and since leaving, has climbed step by step to the top of the ladder. He has had a most extended and rich experience covering twenty-one years in rural, village, town and city schools and for the past ten years he has been principal of the McKay Avenue Public School, Edmonton. Bob always believed in keeping well abreast, if not actually ahead of the times, both academically and professionally, and for a number of years he boosted for special lectures in the university for teachers. He attended steadily these special teachers' classes at the University of Alberta.

The Oyen juvenile population will be increased by five early in March when Dad Scott takes up his inspectional duties in that district.

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



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Editorial

AT the recent Trustees' Convention the Minister of Education drew attention to the fact that the county system was by no means new, it being actually in operation in parts of the United States and in England. This cannot be disputed but it would be somewhat difficult to make the analogy to the county system prevailing in these countries with that provided for in the Minister's new scheme, any further than that in all cases there is a larger unit of administration for teacher services and supervision purposes—there the comparison ends. Closer examination would shew that, elsewhere, the county system is very much more county controlled than divisionally controlled, as would be the Alberta projected system. When one speaks of a *county system* the term embraces a much wider conception than that of the Minister in that the county unit is autonomous in practically every respect; it is the unit of taxation; it has complete control over its own expenditures; it employs, pays, locates and dismisses its own teachers; it chooses, appoints and pays its own directors and other supervising officers and in all other respects is self contained, its financial administration and scholastic activities being subject to the will of the directly elected county board. Government influence is by no means absent but exercised in a co-operative way through government officials and specialists by representation and friendly criticism, spurring on the backward authority or restraining the over anxious.

READERS would do well to scan Hon. Mrs. Parlbay's address delivered at the last U.F.A. Convention, part of which is printed in this issue. The measure of freedom granted to county authorities in England is obviously entirely responsible for the vigorous, progressive experimental work being done there in education. It shews how, through the adoption of locally controlled areas, a body of laymen—increasing all the time—with acumen, penetration and discrimination in affairs educational, has been created, with the result that a new attitude towards education has been brought about, and the desire holds sway to make the child master of his own environment and use his environment to help develop his capacities. In other words, the freedom provided to adapt the local system to meet local needs has encouraged intelligent citizens to rise to the obligation forced upon them and interest themselves in educational affairs by way of and largely through their own local system. Surely this is a most desirable atmosphere to create and when all the benefits of strong centralization are outlined (and they are not few, it must be admitted) an educationally educated citizenship can best be developed through local interest. The best method of making people ready to govern themselves is to unload upon them the

duty of governing themselves; with those in a position to render advice being ever ready at hand to lead rather than direct, to suggest rather than to exact conformity with their instructions.

AS one reads a recent address on Examinations by Sir Michael Sadler we are left wondering just where this outstanding Authority is serious and where poking fun or indulging in subtle sarcasm:

"State organized and state aided education can no more dispense with the convenient device of examination than modern social legislation can dispense with the action of state officials. More and more English boys and girls will have to pass examinations as part of the routine of their existence."

Again: "For the more mechanical purposes of examination, the examination system is rather a good device. But its effects on education as an art are *devastating*."

* * * *

Sir Michael ventures the opinion that Mozart or Beethoven, Wordsworth or Shelley, Cezanne or Bannard, or Ladkine or Duncan Grant, or Eric Gill and others would not have been favorites of an examination system; nevertheless, the demand for thoroughness and accuracy is part of the discipline of character. A student must start out as a Swiss guide—start early, go steady and keep going,—develop a habit of posting up the ledger of his mind—all desirable characteristics certainly, *but* he counters this by suggesting that the more brilliant the candidate, the more retentive the memory, the less does examination afford to any side of his character and gives little evidence as to the way in which that proficiency has been acquired through the exercise of his moral powers. Examinations seldom diagnose the creative mind—that originality to which mankind owes so much. One can almost hear what might be termed the audible smiles which came from his audience as Sir Michael hit this bull's eye:

"In England examinations are too deeply rooted for it to be possible to extirpate them except after a revolution. They are too *convenient* to be wholly dispensed with. For good or evil they fit in with English psychology—with the state of mind which wants to be sure that teachers and pupils are doing their work up to a decent level: in prodding the careless and indolent, which does not take very seriously any risk of intellectual over pressure. . . ."

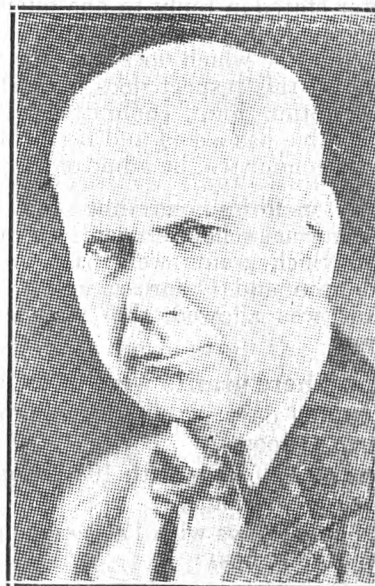
Examinations are an excellent yard-stick for measuring the teachers' capacity to cram—to *educate*—or the pupils' potentialities for retaining facts—like coins dropped into the slot. But do they measure or give any indication of the teacher's capacity to instill or the pupil's to develop the virtues of truth, honesty, sincerity, courtesy or the powers of being leaders of men?

WE cannot abolish examinations but they can be amended, was the opinion of the speaker, and he suggested that a competent commissioner be selected and appointed with a staff of assistants to enquire into the working of the examination system—into the question of question-setting, methods of marking and the psychological effects of examinations on the candidates. He suggested that approved reference books might well be allowed to candidates in the examination room, "To test the quality of the candidate's mind as it works in a normal state, not when it is like a sponge dripping with an overcharge of accumulated material."

* * * *

PROBABLY in no part of the world—in Europe and the English speaking world at least—is the examination system so intensive as in Alberta. It is *lese majeste*, almost, to hint that this does other than make our system correspondingly perfect. What would really happen to the teachers of Alberta if the joy (?) of preparing and cramming for examinations were taken away, or the glory (?) of the examination room were no longer the anticipation of the student? Would both be like the caged songster after release, too acclimatized to existence behind the bars to enjoy the open air and pure sunshine of God's heaven, finally to perish from exposure and hunger? We wonder. But not a few are beginning to long for release from the sultry atmosphere of our sunless fact-packing plants.

SPEAKERS FOR EASTER CONVENTION



DR. JOSEPH K. HART is an acknowledged authority and leader in the educational field. He has recently been appointed professor of The Philosophy of Education at the University of Wisconsin. Previous to this appointment he was for seven years educational editor of *The Survey*, New York City, and lecturer during the same period at The New School for Social Research. Dr. Hart has lectured in all parts of the United States

and has spent considerable time abroad studying educational programmes and methods, especially the processes of adult education in Denmark. His recent book, "Light from the North," tells of his discoveries in this field.

Dr. Hart was formerly professor of education in Reed College and at the University of Washington. He is the author of numerous books and articles on education and allied subjects. These include: Educational Resources of Village and Rural Communities, Democracy in Education, Social Life and Institutions, Community Organization, The Discovery of Intelligence, Light from the North, Adult Education, Prophet of a Nameless God, and Inside Experience. Other books are in preparation.

Another outstanding speaker will be Sir Chas. Grant Robertson, Vice Chancellor and Principal, Birmingham University, England.

N. H. Lock, B.A., Vancouver, B. C., will represent the Canadian Teachers' Federation.

On the Floor of the House

ANSWERS given by Hon. Perren Baker, Minister of Education, in the Alberta Legislature in reply to a series of questions asked by C. L. Gibbs, Labor member for Edmonton, should prove of interest to Alberta teachers.

The Minister stated in reply to one query regarding the personal of the Joint Committee on Teacher Training that the committee which does exist for the purpose of co-ordination in this respect does not actually come under the description joint committee. The A.T.A. through its executive has asked and been refused representation on this committee, he admitted.

Replying to inquiries regarding the number of visits made by normal school students to public school class-rooms for which grants were paid to teachers in Calgary, Edmonton and Camrose, and to classrooms where no grant was allowed, the Minister gave the following figures:

To Classrooms where grants were allowed:

Calgary: 60 half days with 180 lessons per room in the year. (8 rooms)

Edmonton: 60 half days with 108 lessons per room in the year. (8 rooms)

Camrose: 65 half days with 171 lessons per room in the year. (8 rooms)

To Classrooms where no grants were allowed:

Calgary: 10 half days with 15 lessons per room per year. (over 200 rooms)

Edmonton: 18 half days with four lessons per room per year. (over 300 rooms)

Camrose: None.

In the last return the four lessons for Edmonton classrooms where no grant was allowed was a minimum and more teaching could be done by the student teacher at the discretion of the regular teacher.

Mr. Gibbs also asked for and received an order of the house for a return showing all correspondence and other documents covering negotiations by the present government to date with the Alberta Teachers' Alliance in the matter of a Pension Scheme for Teachers.

Of considerable interest to educationists in Alberta is the report of the provincial university for the fiscal year ending March 31, 1928, tabled in the Legislature last week by Hon. Perren Baker, Minister of Education.

The report gives the total registration for the academic year ending on the date mentioned as 1536, the highest in the history of the university.

The registration by years is as follows: First year 223; second year, 295; third, 238; fourth 154; fifth, 49; sixth, 19; graduate students, 79; correspondence, 96; B.D., 8; short course in dairying, 23; diploma course in nursing, 65; summer session, 104; special students, 34; diploma course in agriculture, 6; agricultural short course, 143.

Other statistics contained in the report show that in religion adherents of the United Church make up the largest group, numbering 526, with Presbyterians standing second with 216 and Church of England third with 194. The greater number of students come from the British Empire with 940 from Canada and 424 from Alberta.

The greater number of students come from Edmonton, the city students numbering 118. There were 49 from Calgary; 29 from Medicine Hat; 12 from Red Deer with smaller numbers from 45 Alberta towns.

At March 31, 1928, the total investment of the University of Alberta in land, buildings and plant, as at March 31, 1928, was \$4,795,000, according to the report. In addition the university held securities and endowments of \$542,000 made up principally of the \$500,000 grant made by the Rockefeller Foundation toward the construction of the medical clinic.

The net deficit of the university at December 31, 1927, was \$1,775.68 which in the first three months of 1928 was increased by \$19,737.83 making a total for the 15-months' period of \$21,512.51. This increase during the first three months' of the year is largely due to the fact that in the Fall months the yearly fees are paid, and also to the change in the fiscal year.

The total salaries and wages paid at the university form the largest item of expenditure, totalling \$580,000 all of which is spent in Edmonton. The university hospital salaries and wages totalled \$94,000 making a final total of \$674,000.

The university hospital showed a surplus of \$4,188.26 for the 12 months ending December 31, 1927 but including the first three months of 1928 there was a net deficit of \$853.63 for the 15 months' period.

The report indicates that faculties maintained a high standard of work. The Arts department showed an increase of 13.5 per cent in enrolment and progress was made in practically all departments.

The activities of various departments are reviewed in detail and the report contains much valuable information concerning the university.

The Rural School Board

W. WALLACE, M.A., F.R.S.E.

ACCORDING to the report, in the *Edmonton Journal*, of the recent convention of School Trustees, the Hon. Mr. Baker, in the course of his address, declared "that he was utterly opposed to any proposal to do away with the local boards; and that in the legislation the local board is maintained as the basic unit." That seems a strong position to take at the beginning of a campaign; but I presume that the "utterly" does not mean "unalterably," so that there may still be chance to convert him. Or perhaps it is the ratepayers that need conversion, and Mr. Baker is protesting his confidence in the local boards as one way of disarming their opposition.

But, Mr. Editor, his use of the term *basic unit*, in reference to the local school board, appears to indicate a certain view of the institutions of popular government, which, though very prevalent, is nevertheless, in my humble opinion, erroneous.

It is commonly assumed that, in the matter of education, the present rural school districts enjoy a system of local autonomy. They elect their own trustees, own the school and equipment, levy taxes, engage and dismiss the teacher, provide the means of carrying on, and generally run the whole business of education within the bounds of their district. At a casual glance it looks like local autonomy.

But, on the other hand, when we probe a little deeper into the matter we find:

1. That the rules for the election of trustees are laid down by the Provincial Legislature in the Provincial School Ordinance.
2. That the school plans must be accepted by the provincial education authority before the work of construction can be commenced; and that a minimum equipment is defined by the same authority.
3. That the trustees must levy sufficient taxation to maintain a standard of efficiency satisfactory to the provincial authority.
4. That the trustees may not appoint any teacher they please, but must take their selection from among persons who carry a provincial licence to teach.
5. That the teacher's agreement must be in the form prescribed and supplied by the provincial authority.
6. That the course of studies pursued must be that prescribed by the provincial authority.
7. That the books used in the school must be those allowed by the provincial authority.
8. That the school is inspected by a provincial inspector whose recommendations must be followed.
9. That the provincial authority may displace any board of trustees who fail to carry on to the satisfaction of the provincial authority, and substitute a provincial official.

I am still searching, Mr. Editor, for the local autonomy. But I have omitted an important item, viz.: that the trustees must report annually to the ratepayers. Yet even here the provincial author-

ity butts in plentifully; for the annual meeting is a statutory meeting prescribed by the provincial authority which defines, in the Provincial School Ordinance, the several reports which must be presented, and the exact content of each. The provincial authority even sets a time-table for the conduct of the meeting, which excepting when the circumstances demand an election, leaves little or no room for discussion of the reports. These reports are really intended for the information of the electors; but this, though important, has no bearing upon the question of local autonomy.

Clearly, the local board of trustees is not elected to carry out the will of the ratepayers who elect it; nor does it. Its duty is to carry out the instructions contained in the Provincial School Ordinance, which, being the enactment of the provincial legislature, embodies the will of the ratepayers of the province as a whole. Ultimately therefore the function of the local board is to carry out the will, not of its own local ratepayers, but of the provincial majority. If any body of ratepayers desire to alter the policy of their schools, they can only do so in political co-operation with the other ratepayers of the province.

Since then, the local board receives its sanction, for everything it does, from above, and not from below, in what sense can it be considered the basic unit of the school system? Of what educational structure is it the ground floor? What part of the organization occupies the next floor up? Functionally the education department does, but the functional sequence is not upwards but downwards: the local boards are certainly not basic with respect to the Education Department. The Trustees' Convention also is located on the next floor; but there is no functional sequence from the local boards to the Trustees' Convention. The local boards are purely administrative bodies. The Trustees' Convention is deliberative only; it is a consultative committee of the trustees, useful both to the trustees and to the education department, but not an essential or functional organ of the public school system. It is on the side.

But perhaps I am beating the air; and it is in the new organization that the local boards are to be the basic units. In the fall of each year there is to be held a divisional trustees' convention which will of course be on the next floor up. It is to discuss all educational matters within the division. Good, but irrelevant. That is a consultative function, not even creatively deliberative, and does not directly affect the essential administrative function of the local board, which is still to carry out the provisions of the Provincial School Ordinance. But the convention is also to nominate directors for the divisional board. That is in line; but the line reverts to the ground again, as the nominees have to go back to the ratepayers for election; so that, if the local boards are basic, so also are the divisional boards. The two boards are in fact complementary, sharing between them the administration of the schools. Fundamentally, both these boards are on the ground floor, (the

people being in the basement!); and, to change the metaphor, the Minister's scheme merely gives the provincial department two long fingers, instead of one, with which to manipulate the local schools. There is still nothing basic about the local boards.

The origin of the local-autonomy fallacy involves considerations which are both interesting and instructive; but this letter is already long enough, so I shall leave that story for another occasion.

The Trustees' Convention and the School Bill

W. Wallace, M.A., F.R.S.E.

I HAD not the advantage of being present at the Trustees' Convention, and have had to depend on the report of *The Edmonton Journal* for the facts used in this article. I have tried not to analyse too closely, but, if I have erred in this respect, there will be the greater chance of drawing criticism; which is better, under the circumstances, than letting the subject grow stale by waiting for verification.

There is nothing remarkable about the convention turning down Mr. Baker's scheme. Mr. Baker says he expected that. But why the explosion of high feeling?

The Minister made a sane and rational statement about a sane and rational measure conceived in the broad interest of the community at large.

The delegates, as representing a body of men and women who, next to the teaching staff, are more intimately associated with the schools than any other group in the province, might have been expected to contribute a sane and rational discussion to the development of the issue. Instead of that they received the Minister's statement with incoherent disorder, and turned down his bill practically without discussion. Their reaction to the bill expressed resentment rather than argument.

The conduct of the convention in regard to this incident reflects either upon the intelligence or the *bona fides* of its members. But, whether one agrees with the bill or not, the Minister's explanation of its motive and working is so lucid and simple that it is difficult to imagine any public body so deficient in intelligence as to be unable to discuss its terms sensibly and practically. The prompt and unmistakable reaction of the convention, moreover, was inconsistent with any theory of failure to appreciate the significance of the bill. It appeared rather that, having carefully considered the Minister's previous statements, and recognizing no new light in his latest appeal, they were determined to have none of it, and had little patience left to listen to further argument in its favor. Yet, in face of the assurance of the Minister that "the verdict of the convention would have great weight in deciding whether the bill would become law," and in view of the fact that the cost of this convention is a not inconsiderable public charge, the convention must surely have recognized that the country had a right to expect a fair, open, and thorough discussion of the merits and demerits of the bill, such as would have left no reasonable doubt in the minds of the final adjudicators, as to the validity of the reasons upon which the verdict of the convention was based.

We are reluctantly driven, therefore, to consider the more disagreeable of the two alternatives, in the attempt to assess the conduct of the convention. If any of the trustee delegates should think that my analysis is unjust, it is in the public interest that they should come out and make the needful corrections.

The discussion of public questions excites turbulent emotion only when and where immediate or sympathetic personal interests are involved, and the discussion forecasts the loss of valued privilege. In such cases what are called group or class interests are really personal interests common to the members of a group or class. It appears therefore to be a reasonable deduction from the noisy and summary reception accorded to the Minister and his bill, under the circumstances noted, that either the delegates themselves, or the local boards they represent, or both, had—in a sufficient number of instances to make an effective demonstration—some private interest in the maintenance of the *status quo*.

The astonishing snowslide of the Trustees' Convention represents, of course, the feeling of the trustees mainly, and neither necessarily nor generally the attitude of the ratepayers concerned. The *opinions* of the delegates were, doubtless, summed up in the feelings to which they gave such effective expression; but that consideration only increases the suspicion that the opinions thus expressed were not quite suitable for publication, and had to be covered by bluster. Perhaps that delegate touched the spot, or one of the spots, who advanced the suggestion that some trustees liked the authority vested in them "because it enabled them to secure positions for their relatives." At any rate, the charge was received with hisses, which is one of the forms of bluster. Bluster, however, like other inarticulate modes of expression, can be ambiguous; and in the present instance it is not quite clear whether it was the charge or the malpractice that the delegates hissed.

Nevertheless the charge is not a new one; and if there is a lesson to be drawn from the incident, it is this: that rural ratepayers, the province over, should, in their own interest, consider carefully the questions raised by the unreasonable reception given by the Trustees' Convention to the School Bill and its author. If it is found that the single-school unit of administration lends itself readily to malpractice and extravagance, *on account of its singleness*,—that it is in fact "a social maladjustment involving a serious social cost," then the rural ratepayers should have no qualms about supporting the substitution of a larger unit, on that account alone. Enough income might readily be saved by the substitution to finance the cost of re-organization.

EDMONTON NORMAL SCHOOL LOCAL

The work of the A.T.A. in the Edmonton Normal School has made great progress. Meeting early in February the pro-tem executive appointed the following Room representatives: First class, Sandford Hodgins; second class boys, Johnny Mulholland; second class girls, Gertrude Hodgson, Mary Lewis and Viola Zimmer.

Over 40 members are now enrolled, nearly half of these belonging to the first class. New registrations are being received daily, and, at the present rate, the whole school will soon be affiliated with the Alliance.

OUR TEACHERS' HELPS DEPARTMENT

Director
TEACHERS' HELPS DEPARTMENT
MRS. A. JORDAN

Box 243

Medicine Hat

ANY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

APRIL OUTLINE

ARITHMETIC

- Grade 1—(a) Combinations and separations, adding 4 and 5.
(b) Review recognition of families, and in this connection take up oral addition and subtraction to the limit of the combinations learned.
(c) Special drill on the relative values of numbers to "100."
- Grade 2—(a) Count by 3's to 36.
(b) One-third, orally with objects.
(c) Count by 4's to 36.
(d) One-fourth, orally with objects.
(e) Count by 6's to 36.
- Grade 3—(a) Division, with notation limits, by 9, 7 and 10.
(b) Denominate numbers—pint, quart, gallon.
(c) Unit fractions, associated with division and denominate numbers, using symbols.
(d) Review.
(e) Problems.
- Grade 4—(a) Division and multiplication continued.
(b) Denominate numbers, and problems involving use of same.
(c) Rapid calculation in all four processes.
- Grade 5—Miscellaneous statements.
- Grade 6—Percentage as in Section 6, Course of Studies, and continuation of work on Section 5.
- Grade 7—Simple interest.
- Grade 8—Review.

READING AND LITERATURE

- Grade 1—Review Reader, and read a Supplementary Reader.
- Grade 2—(a) **Reading—Oral:**
(1) Rainbow Bridge.
(2) Rainbow.
Reading—Silent:
(1) The Raindrop.
(2) An Outdoor Circus.
(b) **Memorization:**
(1) Rain.
(2) My Shadow.
Supplementary: The Dandelion.
(c) **Literature:**
(1) The Little Syrian Maid.
(2) Hansel and Grethel.
- Grade 3—(a) **Literature:** The Tin Soldier.
(b) **Memory:** April Rain.
(c) **Stories:** Mr. What and Mr. Why.
(d) **Reader:** Pages 189 to 214.
(e) **Dramatization:** To be selected.
(f) **Supplementary Reading:** "Play Awhile" or similar book.
- Grade 4—(a) **Silent Reading:**
(1) Grace Darling.
(2) The Hammer of Thor.
(b) **Oral Reading:**
(1) A Legend of Athelney.
(2) Circus Day Parade.
(c) **Literature:**
(1) The Coming of Angus Og.
(2) Fairies of Caldon Low.
(d) **Literary Pictures:** Deck of Casabianca's Ship.
(e) **Memorization:** Now Down the Rushing Stream.
(f) **Supplementary:** King of the Golden River.

- Grade 5—(a) **Literature:** The Song of the Brook.
(b) **Oral Reading:** The Round-Up.
(c) **Silent Reading:**
(1) Heart of Bruce.
(2) Laura Secord.
(d) **Character Study:** Bruce.
(e) **Memory Work:** The Riders of the Plains.
- Grade 6—(a) **Literature:** The Heroes of the Long Sault.
(b) **Memorization:** The Song My Paddle Sings.
(c) **Oral Reading:**
(1) Canadians! Canadians!
(2) The Departure of the Fleet from Lemnos.
(d) **Silent Reading:**
(1) The Man Who Came Back.
(2) Small Craft.
- Grade 7—(a) **Literature:**
(1) A Man's A Man For A' That.
(2) The Well of St. Keyne.
(3) England—Richard II.
(4) England—King John.
(b) **Memorization:** The Well of St. Keyne.
(c) **Silent Reading:**
(1) Gulliver's Travels; or Days of Queen Elizabeth.
(2) Tartary.
(d) **Oral Reading:**
(1) England—Richard II.
(2) England—King John.
- Grade 8—Review.

ELEMENTARY SCIENCE

- Grade 1—(a) Spring activities; house cleaning, removing double windows and doors; digging gardens or plowing fields; planting early seeds—lettuce, radish, sweet peas. Some of these should be planted by the child at home, or in the classroom or garden.
(b) Baby animals: Colts, calves, lambs, pigs; their characteristic play and their calls. The hatching of chickens at home.
(c) The sweet odors of spring in the woods and in the fields, and the growing grass and how animals enjoy it.
(d) Animals: The return of the birds; difference between the birds in spring and fall; their chief occupation; their joy; their hard work; their enemies; their nests as they can be found; the color of their eggs as they can be observed. Care should be taken not to harm the bird's homes or eggs or little ones.
(e) The early piping of frogs in the spring; the sounds of spring; the changing color of the woods and fields.
- Grade 2—(a) Early flowers; where found.
(b) Where grass is found to grow fruit.
(c) Observation of birds' nests; stories about the hatching of the young ones.
(d) Precautions for protecting the birds and their nests.
(e) Frogs: Frog's eggs, etc., as in the Course of Study. Aquarium.
(f) First flies and mosquitoes, breeding places, etc.
- Grade 3—(a) The warming days and nights.
(b) The first flowers, e.g., Pasque flowers, violets, dandelions.
(c) The increased number of birds.
(d) The first green grass; the piping of frogs.
(e) The first butterflies; flies; and mosquitoes.
(f) Stories.
(g) Study frogs.
(h) List of flowers.
(i) List of birds.
(j) Blackbirds, Red Wing, Cowbird.
- Grade 4—(a) **Nature Study:**
(1) Return of birds.
(2) Study one bird.
(3) Preparations for spring.
(4) Insect life.
(5) Moths.
(6) Butterflies.
(7) One plant for observation.

- (b) **Geography:** Movement of the sun.
 (c) **Hygiene:** Social hygiene.
- Grade 5—**(1) **Nature Study:**
 (a) The frog.
 (b) Experiments to show the effect of light upon plants.
 (1) The plant experiment.
 (2) The potato sprouting in a dark place as compared with the sprout in a light, warm place.
 (3) The bending of plants towards the light.
 (2) **Hygiene:** Foods.
 (3) **Geography:** Complete North America. The life on the continent. Plants that are characteristic of different portions, etc. How man is distributed over the continent, etc. Continue map work.
- Grade 6—**(a) **Nature Study:**
 (1) Insects (their relation to the garden). Good—bee and water beetle. Nuisances—house-fly, cut-worm, moth. Some harmful beetle—potato bug.
 (2) Fish—Whitefish and salmon.
 (b) **Hygiene:** Respiratory system.
 (c) **Geography:** South America as in Course of Studies.
- Grade 7—**(a) **Agriculture:** Farm management.
 (b) **Hygiene:** Review.
 (c) **Geography:** Africa as in Course of Studies.
- Grade 8—**(a) **Agriculture:** Farm management.
 (b) **Hygiene:**
 (1) Cleanliness.
 (2) Exercise.
 (3) Rest.
 (c) **Geography:**
 (1) Trade routes.
 (2) Tides.
 (3) Sun time.
 (4) Standard time.

LANGUAGE

- Grade 1—**April and May.
 (a) Memorization of the following:
 (1) Boats Sail on the River.
 (2) Little Robin Redbreast.
 (3) Sleep, Baby, Sleep.
 (4) Three optional poems.
 (b) Re-telling by the pupils and dramatization of:
 (1) The Three Bears.
 (2) The Lion and the Mouse.
 (3) Optional story.
 (c) After oral lessons the children should be able to write a sentence correctly with a little help in spelling from the teacher.
 (d) Drill on the correct pronunciation of "th" instead of "d" as in "them."
 (e) Story-telling or reading by the teacher:
 (1) The little Donkey Engine.
 (2) Jack and the Beanstalk.
 (3) The Old Woman and the Vinegar Bottle.
 (4) Nature stories.
- Grade 2—Composition:**
 (1) Teach the children to answer a short letter written on the blackboard.
 (2) Continue to emphasize capitals, periods, question marks, and capitals for names of people, places, etc.
- Grade 3—**See February Outline.
- Grade 4—**(a) Formal lessons on unbroken quotations.
 (b) Plenty of practice in written work. Suggested topics—Nest building, garden preparations.
- Grade 5—**Review.
- Grade 6—**See January Outline.
- Grade 7—**(a) Stress: Interesting introduction, good climax, definite, satisfying conclusion.
 (b) Prepositional phrases.
- Grade 8—**April, May and June.—Exercise work and review. Recommendations: In addition to allocating the work to be taken up in Grammar, the following is recommended:
 Believing that the nature of the course implies:
 (1) The application of Rules 3 and 4.
 (2) The study of the principal parts of the verb; and
 (3) Parsing:
 we have included these in the allocation.

We recommend:

- (1) The inclusion of the study of the participle to be defined in such a way as to embrace the gerund: "A word having the construction of a noun or adjective in addition to its verbal force."
 That under "d" of the Course of Studies, the following be included:
 (1) When the personal pronoun "who" has the additional force of a conjunction or is used interrogatively it refers to persons only; "which" used conjunctively refers to animals or things; used interrogatively it refers to persons or things.
 (2) The past participle of the verb should not be used without the auxiliary verb; the past tense should not be used with one.
 (3) The verb "to be" has the same case after it as before it.
 (4) "Them" may not be used as an adjective.

ART

- Grade 1—**To make and decorate the walls of a doll's room. Stick-print or wax crayon borders, or cut paper shapes.
- Grade 2—**To model and draw animals, toys or birds, chickens, rabbits, etc.
- Grade 3—**Wool booklet. To make a booklet on the industrial subject "Wool" or "Lumbering." To correlate Art with Composition.
- Grade 4—**(a) Ex. IX.
 (b) Picture Study: "The Balloon."
- Grade 5—**To make an extension envelope using double heavy paper. Decorate same with border.
- Grade 6—**Ex. 9. Decorate wall of a room.
- Grade 7—**(1) Spacing and proportion.
 (2) Three doors, three windows, one fire-place.
 (3) Picture Study: "Planting Potatoes."
- Grade 8—**(a) Tree poster. Dominant and subordinate elements, carrying power, etc.
 (b) Picture Study: Pilgrims Going to Church.

SPELLING

- Grade 2—**(a) Forty-five words beginning at "never."
 (b) Two word families.
 (c) Dictation.
- Grade 3—**See September Course.
- Grade 4—**See January Outline.
- Grade 5—**See September Outline.
- Grade 6—**See September Outline.
- Grade 7—**See January Outline.
- Grade 8—**April, May and June. Dictation, tests and reviews.

CITIZENSHIP

- Grade 2—**(a) Easter.
 (b) Dramatize 5, 6 and 7.
- Grade 3—**(a) Easter.
 (b) Courage.
 (c) Sense of responsibility.
 (d) St. Julien's Day.
 (e) The law.
 (f) Stories.
- Grade 4—**(a) Discuss: Public parks, recreation grounds, boulevards.
 (b) Discuss: Race toleration—Negroes, etc.
 (c) Stories on truthfulness.
 (d) Easter.
- Grade 5—**(a) Devoid of bravado and conducting to presence of mind (Roland and Oliver). Apply to sport activities again. Taking victory without boasting and defeat without complaint.
 (b) Moral courage even greater than physical courage. (David and Daniel).
 (c) C.P.R. and R.N.W.M.P.
- Grade 6—**(a) Review the overland discoveries of the Arctic and Pacific Oceans.
 (b) Provincial Government.
- Grade 7—**(a) March and April. Parts 5, 6 and 7.
 (b) Civics to be finished by Easter.
- Grade 8—**(a) March and April. Part 8, 4 and 5.
 (b) Complete Civics by Easter.

Lesson Helps

PROGRESSIVE STEPS IN WRITTEN COMPOSITION GRADES I TO VIII

Beginning with the Sixth Grade, the knowledge side of the various branches also becomes more pronounced, and thus a new phase of composition work is opened up. In the Sixth, Seventh, and Eight Grades the topical recitation in reading, geography, history and nature work becomes important as a training in composition if clearness of thought and logical sequence in the arrangement of what is presented are properly emphasized. An outline may be used as a prop for a time, but sooner or later the oral presentation should be free. But in topical presentations the teacher should guard against mere reproduction of the subject matter. Written reproduction following oral presentation should show power on the part of the pupils to recast material. The following suggestions may prove helpful in presenting composition work.

1. Pupils do not consider written expression as living speech. Try, therefore, to impress pupils with the thought that written exercises grow out of living speech, to see if greater freedom, fluency, and force can be developed.

2. Pupils should not be required to write long compositions even as a result of regular class work.

3. The oral biographical work will furnish excellent material for written composition, but rarely should pupils be called upon to write an entire biographical story. They should choose favorite topics which will enable them to write single-page productions.

4. The writing of summaries in history and geography is highly instructive. It is so natural for the mind to concern itself with interesting details, it is difficult to sum up a chapter in a few well-written paragraphs.

5. Original theme writing should be emphasized in the Sixth Grade, but the topics must be within the experience or imagination of the child. The pupils should not be expected to exhaust a subject—they should select a unit of what occurred in a brief period of time.

6. Children should be led to appreciate the fact that their thoughts are of interest, especially if they are put down in an attractive form.

7. Pupils should be permitted at times to indulge their inherent capacity for depicting the humorous or ridiculous. Life is not always serious. Topics other than the conventional ones will often stimulate pupils to greater effort. The following have brought forth good results:

(a) Casey at the Bat.

- (1) The last half of the ninth innings, score 1-0 against the batter, two men down and bases full.
- (2) Casey at the bat.
- (3) Casey met the ball and it went over the fence.
- (4) Casey made a home run amid drowning cheers from the grand-stand.
- (5) The fate of the game reversed.

(b) Wearing Borrowed Clothes.

- (1) Jean visits Mary, a wealthy New York cousin, to whom she bears a striking resemblance.
- (2) Attended a party, in Mary's stead, dressed in Mary's clothes.
- (3) Kidnapped and held for ransom.
- (4) Rescued.

(c) I Played and Lost.

- (1) The noisy, crowded, carnival arena.
- (2) A visit to the "Bunny Booth."
- (3) The purchase of the paddle.
- (4) The wheel is spun.
- (5) Mine was not the lucky number.

8. Care must be taken not to interfere with the free and natural development of the language power of the pupils.

9. The correction of compositions is both a delicate and a laborious task. It is so easy to interfere with the spontaneous efforts of the pupils. And yet compositions must be corrected, but not all of them. Occasional talks to the pupils on the necessity of their learning to write good English, together with general directions for improving their compositions, will often result in the disappearance of a host of little mistakes, irksome to both teacher and pupil. If the teacher is reasonably certain that a composition does not represent the best effort of a pupil, it should be returned to him for improvement.

The corrections and comments made by a teacher have a two-fold purpose. They are made to assist the pupil in his efforts at self-criticism, and they reveal to the teacher whether his instruction has been successful or not. Many mistakes in written work furnish evidence that the work is too difficult, that the preparation was not sufficient, or that the desire to do good work was lacking on the part of the class. It is essential to good work that the teacher cultivate a good spirit on the part of the pupils to the end that they will put forth their best effort. This will result in fewer mistakes being made by the pupils.

NATURE STUDY—GRADES I TO IV INTERESTING FACTS ABOUT BIRDS

1. The red-winged black-bird builds a most unusual nest in the form of an inverted cone. These charming artists of the swamp-lands fill the air with loud, clear resonant notes. And while their homes are at times somewhat bulky in appearance, yet they are most often so symmetrically and compactly woven into the cat-tails that they are beautifully artistic in appearance. The outer covering is made of grasses and rushes, while within is a delicate lining of thistle from hawkweed, dandelion, and other soft materials.

2. The strangest and most human-like habits of cliff-dwellers, especially the swallows, is the burial of their dead. If a swallow dies in its cave the other bird inhabitants wall up the nest, thus changing it into a hermetically sealed sepulchre. Only after the dead swallow is buried will the other members of his family continue to construct their nests in adjoining caves. If this is not intelligence, what shall we call it?

3. The English sparrow is strictly a city bird; and mankind seems especially informed about his disagreeable habits, with little knowledge of how much good he does for the human race. His sins and short-comings have been greatly over-estimated. He is surely the most intelligent of birds, living always on intimate terms with man. A young sparrow is stupid, but an old one is a sage. He is famed for his cleverness, cunning, patience, persistence, caution, and ability to dance. As a protection to parks, trees, shrubbery, and flowers he has no equal. In fact, if it were not for the sparrows in these days of pests, we could have few city flowers or even trees.

The sparrow does not frequent the forests, where native birds are left undisturbed, but clings to human habitation, the more dense the better. It is a marvellous destroyer of the cut-worm. It is a great consumer of thistle and weed seeds.

Love plays a prominent part in the active life of the sparrow, he courts from morning until night if he is unmated. He bows and scrapes and parades himself before his love in all the glory of his rich brown uniform trimmed in white and tan stripes, with such perseverance that the shyest sparrow belle could not resist his wooing. As soon as she accepts him, they fly away to a suitable place to begin preparing their cosy apartment—as he also is an apartment dweller like man.

As soon as the young family is started the father and mother work from early dawn to sunset feeding the babies. If other birds come near the nest, quarrelling and fighting results, as Mr. and Mrs. Sparrow are valiant defenders of their homes. The young, as soon as they are able to fly, are also taught to defend themselves, for their parents know well the brawling routine of sparrow life.—"The Human Side of Birds."

SPEECH FROM THE THRONE SIXTEENTH PARLIAMENT OF CANADA.

(Fine Topics for Classes in Citizenship)

At three o'clock His Excellency the Governor General proceeded to the Senate Chamber and took his seat upon the Throne. His Excellency was pleased to command the attendance of the House of Commons, and that House being come, with this Speaker, His Excellency was pleased to open the Third Session of the Sixteenth Parliament of the Dominion of Canada with the following Speech:

Honourable Members of the Senate:
Members of the House of Commons:
In opening the Third Session of the Sixteenth Parliament of Canada I desire to join with you in profound thankfulness for the recovery of our beloved Sovereign, King George the Fifth. I share your fervent hope that His Majesty may be completely restored in health, and that he may be spared to continue that devoted service to the Empire which has won for him an abiding place in the hearts of the people.

The unprecedented prosperity which is apparent throughout the Dominion affords cause for the deepest satisfaction. Never in the history of Canada has there been such industrial and commercial expansion as that which has taken place during the past twelve months. The industry and enterprise of our people have been rewarded under Providence with an abundant harvest. In the production of agricultural and other basic industries all previous records have been surpassed. New records have also been established in the volume of construction and in the volume of foreign trade. Employment has been maintained at a high level and all indications point to a continuance throughout the country of the present favourable conditions.

A notable feature of industrial development has been the continued advance and prosperity of the mining industry in almost every part of the Dominion.

The production of the fishing industry during the past year has shown a substantial increase over that of 1927. In accordance with the recommendations of the Royal Commission on Fisheries, the Fisheries Branch of the Department of Marine and Fisheries has been separated from the Marine Branch, and a Deputy Minister of Fisheries has been appointed. A re-organization of the Fisheries Service along lines recommended by the Commission is being effected. Certain other matters covered in the report will, during the present session, be dealt with by legislation.

Plans are in progress of completion for the construction of the National Research Laboratories to provide scientific and technical knowledge for the various branches of production.

The past year witnessed the inauguration of the Canadian National Steamships service between Canada and Bermuda and the West Indies. The many advantages of this service are already apparent. In view of the importance of our ever increasing export trade it is intended to augment and extend the existing facilities for furnishing Canadian exporters with commercial information in respect to foreign markets. It is also proposed to establish additional Trade Commissioner offices at strategic points in different parts of the world.

Communication within the Dominion has been facilitated and improved by an extensive development of air mail services, and communication to all parts of the British Empire by the restoration of penny postage.

The expansion in trade and commerce which the country has experienced has been strikingly reflected in our transportation returns. The net earnings of the railways have exceeded those of any previous year.

Satisfactory progress continues to be made in the construction of the Hudson Bay Railway. The laying of steel is now within thirty-seven miles of the terminus of the line at Churchill, where a substantial commencement has been made in the provision of port facilities. The rapid development of Western and Northern Canada imposes on the railways the necessity of providing increased transportation facilities in the immediate future. A further branch line programme by the Canadian National management will be submitted for your consideration. You will also be asked to authorize the acquisition of certain railways in both Eastern and Western Canada, which will constitute potentially important feeders of the Canadian National System.

Amendment of the Railway Act will be sought, granting to the Board of Railway Commissioners wider powers of investigation of affairs in relation to subsidiary concerns, and with respect to the issue of capital stock.

Legislation will be introduced to give effect to a general pension scheme for the benefit of the employees of the Canadian National Railways.

Pursuant to the recommendations of the Select Standing Committee on Agriculture and Colonization, agreements have been consummated with several of the Provinces for the promotion of juvenile settlement from the United Kingdom. Negotiations have also been concluded for the application of a £10 ocean rate to all British immigrants ordinarily resident in Great Britain or Northern Ireland, except agricultural families, house workers, and juvenile immigrants who receive a more favourable rate under the Empire Settlement Passage Agreement. A flow of immigrants commensurate with Canadian requirements and selected strictly for their ability to promote the general prosperity of the country is being satisfactorily maintained.

A royal commission has been appointed to inquire and report as to what financial readjustments are necessary in order that the Province of Manitoba may be placed in a position of equality with the other Provinces of Confederation with respect to the administration and control of its natural resources, as from its entrance into Confederation in 1870.

Negotiations have also been resumed with the Provinces of Alberta and Saskatchewan with a view to the transfer to the Provinces of their natural resources, and with the Province of British Columbia with respect to the restoration to that Province of the lands of the railway belt and the Peace River Block.

A royal commission has been appointed to inquire into the existing situation respecting radio broadcasting in Canada, and to make recommendations to the Government as to its future administration, management, control, and financing.

Since the close of the last Session, there has been a marked development of the provision for direct personal contact in the discussion of inter-imperial and foreign affairs. The High Commissioner for His Majesty's Government in the United Kingdom of Great Britain and Northern Ireland took up his duties at Ottawa in September. The Japanese Legation was established at Ottawa in July under a Charge d'Affaires, and the French Legation at Ottawa in November on the arrival of the Minister of France. The Canadian Legation in Paris was opened at the end of September, and steps are being taken for the early establishment of the Canadian Legation at Tokyo. The more effective consultation provided by the personal contacts thus established will, it is believed, serve materially to advance the common interests concerned, and to promote understanding and goodwill in our inter-imperial and international relations.

The Multi-lateral Treaty for the Renunciation of War, which was signed on behalf of Canada on August 27, will be submitted for your approval; also a convention between the United States and Canada providing for the preservation of the scenic values of Niagara Falls.

Among other measures to which your consideration will be invited, will be certain amendments to the Dominion Elections Act, the Companies Act, the Fisheries Act, the Narcotic Drug Act, and the Act Respecting Technical Education.

Members of the House of Commons:

The public accounts for the last fiscal year, and the estimates for the coming year, will be promptly submitted. Honourable Members of the Senate:

Members of the House of Commons:

As you enter upon the duties of another Session, I pray that Divine Providence may guide and bless your deliberations.

His Excellency the Governor General was pleased to retire, and the House of Commons withdrew.

The sitting of the Senate was resumed.
Prayers.

NATURE STUDY—GRADE I POOR ROBIN

"Oh, what is the matter with Robin,
What makes her cry round here all day?
I think she must be in great trouble,"
Said Swallow to little Blue Jay.

"I know why the Robin is crying,"
Said Wren, with a sob in her breast;
"A naughty bold robber has stolen
Three little blue eggs from her nest.

"He carried them home in his pocket;
I saw him from up in the tree.
Oh me! how my little heart fluttered
For fear he would come to rob me."

"Oh! what little boy was so wicked?"
Said Swallow, beginning to cry,
"I wouldn't be guilty of robbing
A dear little bird's nest, not I!"

"Nor I," said the birds in a chorus;
"A cruel and mischievous boy!
I pity his father and mother,
He surely can't give them much joy.

"I guess he forgot what a pleasure
The dear little robins all bring
In early spring-time and in summer,
By the beautiful songs that they sing.

"I guess he forgot what the rule is,
To do as you would be done by;
I guess he forgot that from Heaven,
There looks down an All-seeing Eye."



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CITIZENSHIP—GRADE III ST. JULIEN'S DAY

Within one hundred and fifty miles of London, in Belgium, is the old city of Ypres. In the 12th century it had a population of 200,000, greater than that of London at the time, and was a powerful city. It had been strongly fortified but long before the outbreak of the Great War, these fortifications had been dismantled. However, the city with its houses of white stucco and red brick was still interesting.

By 1914, the population had dwindled to 20,000, and its ancient glory had disappeared except for a few magnificent buildings. But this city was the centre of the Ypres salient which curved about it in a semi-circle and which was almost entirely destroyed by the successive bombardments to which it was subjected in the European war.

On April 22, 1915, the essence of spring was in the air. The hedges were beginning to bloom, and the wild flowers were thick in the forests. Scarcely a soldier was visible. But the quiet of the day was suddenly marred when the Germans let loose, for the first time, their poison gas, to be followed immediately by a cannonade that made a roar like that of a railroad train overhead.

The Canadians were holding part of a trench near St. Julien, and next to them were the French-Turcos. These native French soldiers sustained the brunt of the poison gas and gave way all along the line. It remained for the Canadians to plug the gap and stem the tide of on-coming Germans. Without adequate artillery, and overwhelmed with shrapnel and high explosives which pulverized their trenches, the Canadians hung on. They had proved themselves beyond all question and had saved the situation.

It was a great shock to the Canadian public when it was realized that over 6,000 of a division composed of 20,000 men were casualties. Every Canadian, however, experienced a pride which was something new. In the test of battle the Canadians had made good. Is it not fitting that on St. Julien's Day we should remember, with mixed feelings of pride and sorrow, these men who with such magnificent tenacity and courage "saved the situation" at Ypres?

NATURE STUDY—GRADE IV THE MEADOWLARK

The bird commonly called the meadowlark is not really a lark, but a starling, and belongs to the blackbird family. It is a brownish, mottled bird, larger than a robin, with a lovely yellow breast with a black crescent on it. When in flight the white outer tail feathers are very conspicuous.

Meadowlarks are birds of the open fields, building their partly-arched nests on the ground hidden in the grass. The nest contains four to six brown-spotted eggs. Two or three broods of young are raised each season. No farmer who realizes what an enormous number of grasshoppers, not to mention other destructive insects, meadowlarks destroy, is foolish enough to let his mowing-machine pass over their nests if he can but locate them. By the time the hay is ready for cutting, the active meadowlark babies are usually running about through grassy run-ways, but the eggs of the second brood too often meet a tragic end.

The meadowlark has the impolite habit of turning its back upon one as if it thought its yellow breast too beautiful for human eyes to gaze upon. It flaps and sails through the air much like a bobwhite. But flying is not its speciality. It is a strong-legged, active walker, and rarely rises from the ground unless an intruder gets very near, when away it flies, with a nasal, sputtered alarm note, to alight upon a fence rail or other low perch.

The tender, sweet, plaintive, flute-like whistle, spring-o'-the-year, is a deliberate song usually given from some favorite perch—a stump, a rock, a fence, or a telephone pole, to which the bird goes for his musical performance only. He sings on and on delightfully, not always the same song, for he has several in his repertoire, and charms all listeners, although he cares to please none but his mate, that looks just like him.

The meadowlark is found from Newfoundland to the Rocky Mountains and south to the Gulf of Mexico. It winters in the Middle States and farther south.

GEOGRAPHY—GRADE V.

1. (a)—Name the bodies of water that make up the St. Lawrence River system.

(b)—How was this river of great benefit to the explorers in the early days of America's settlement?

(c)—Why, do you think, is this valley now the most densely populated part of Canada?

(d)—Name six large cities in this region.

2. (a)—The Hudson's Bay Company, immediately after it was formed in 1670, established forts on the shores of Hudson Bay. Why did these not develop into prosperous settlements? What was the reason that these forts were built?

(b)—Where do the Laurentian and the Appalachian Regions join?

(c)—Is the Laurentian Region of any value to Canada?

3. (a)—Account for the great difference in population between the Mackenzie River Valley and the Mississippi River Valley.

(b)—Are there ways in which these two river systems are alike?

4. (a)—Do you think the Saskatchewan-Nelson River System helped in the exploration of this country?

(b)—Who was the first white man to make his way to Alberta? How did he come?

(c)—What are some of the uses to which the Saskatchewan River is put today to benefit the people?

5. Where in North America are the following industries carried on extensively:

(a)—Wheat-growing.

(b)—Lumbering.

(c)—Cotton-growing.

(d)—Growing of apples and other hardy fruits.

(e)—Growing of oranges, lemons, pineapples, etc.

(f)—Cattle-raising.

(g)—Corn-growing.

(h)—Trapping and hunting.

(i)—Fishing.

(j)—Mining.

(k)—Growing of sugar-cane.

6. (a)—How do you account for the dense forests on the Pacific slope of the Rockies?

(b)—Name five of the most important minerals of America?

(c)—What effect did the Appalachian Mountains have on the settlement of America?

(d)—Something to find out: How a hot summer day on the shores of the Gulf of Mexico would compare with a hot summer day in Alberta; how a winter day there would compare with a winter day here; how the farm products would differ from the products of a farm here; how would our homes compare with those of the people in the south?

7. (a)—Name and locate four coal-mining areas in Alberta.

(b)—Where in Alberta is the land irrigated?

(c)—What changes would you notice in the surface of the land going from Medicine Hat to Banff? What rivers would you come across? Would the surface be very different if you motored from Provost to Rocky Mountain House?

(d)—What changes would take place in the surface if you made a train journey from McLeod to Edmonton? Would there be any change in the appearance of the country? Would the farm buildings be the same? Would there be a change in the farm products? Explain.

(e)—Which part of Alberta suffers most for lack of rainfall?

(f)—Why do wheat crops grow so well in the Peace River district?

(g)—Of what importance is Turner Valley?

(h)—Locate each of the following (mentioning rivers and railroads where possible) and give an interesting fact, or facts where possible, concerning each: Drumheller, Edmonton, Viking, Fort Saskatchewan, Fort McMurray, Calgary, Banff, Brooks, Bassano, Medicine Hat, Jasper Park, Blairmore, McLeod, Red Deer, and Wetaskiwin.

CITIZENSHIP—GRADE V THE STORY OF DAVID

David was the youngest son of a rich man named Jesse. His seven brothers were fine, tall young men, but David was the handsomest and bravest of them all.

In those days people used to count their wealth by the number of their sheep and goats, and Jesse was the owner of great flocks. David used to look after his father's sheep as they grazed upon the hillside. There were lions and bears in the country where David lived, and the shepherds had to guard their sheep very carefully, or they would have been killed by these fierce animals.

One day a lion and a bear carried away one of David's lambs. Most people would have been afraid to go after the two great, fierce animals, but David was so brave that he was not at all frightened. He thought only of saving his flock. He always trusted that God would help him whenever he was doing right, as that made him very brave. So he went out to fight the lion and the bear, and he killed both.

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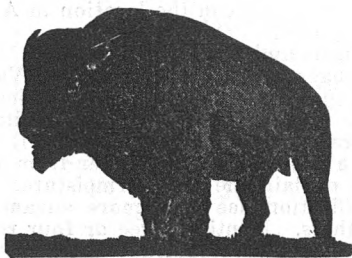
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David wrote a great many psalms, or songs. There is a wholebook of psalms in the Bible. Some of the most beautiful of them all are the ones about the flocks of sheep and the little lambs and the shepherds who tend them. He wrote these psalms to tell us that God is always watching over us, just as a good shepherd cares for sheep.

At the time when David lived there was a king named Saul. Sad to say, Saul was not a good man, and did not try to please God. People are not happy when they do what is wrong, so Saul was often very sad. His courtiers found that music made him feel better and happier, so they were always trying to find people who could play well. They heard that David played very sweetly on the harp, so they sent for him to come to play for the king.

David left his flocks, and took up his harp and went to the king's court. His sweet music soothed the unhappy king. When King Saul was calm and happy again David was allowed to go home.

In the land of Israel, where David lived, there was always a great deal of fighting going on. The Israelites often had to fight against the Philistines who sent great armies to conquer their country. One day David's father told him to go to see how his three brothers were who had gone out to fight against the Philistines. So once more David left his sheep and set out on his journey.

When David reached the army of Israel he found his brothers getting ready for battle, as the great Philistine army was drawn up not far away. The battle was about to begin. But at that moment a giant named Goliath stepped out in front of the Philistine army, and shouted to the Israelites in a loud voice, "Choose a man and let him fight me, and if he kills me, we will be your servants; and if I kill him, you shall be our servants."

Goliath was so big and strong, and was covered with such thick, brass armour, and had such a great heavy spear, that he felt quite sure no one could kill him. The people of Israel felt terribly frightened, and told David about it. King Saul offered a great reward to anyone who would kill Goliath.

When David heard that, he said he would fight the giant. He knew that he was not nearly so big nor so strong as Goliath, but he felt sure that God would help him to kill this great Philistine chief. Some of the people told this to King Saul. The king sent for David, and when he saw how young he was he said he was afraid this young shepherd would not be able to kill the giant. But David told the king about the lion and the bear, and how God had helped him to kill them: so the king said, "Go then, and the Lord be with thee."

King Saul offered to let David wear his own armour, but it was too heavy, so David refused the king's offer, and went to fight Goliath with no weapons, but a sling and five small stones. David was very clever at throwing stones with a sling. When he was out on the hills with his sheep, he used often to aim at a mark, till he could sling stones very straight and true.

When the giant saw David coming to fight without even any armour, he called out proudly, "Come on! and I shall give your flesh to the birds of the air and the beasts of the field." But David answered, "You come against me with a sword and a spear and a shield; but I come against you in the name of the Lord of Hosts."

Then David ran quickly towards the giant and, with a swift jerk of the sling, he threw a stone which struck the giant in the middle of the forehead. Goliath fell on his face. Then David ran up and, taking hold of the giant's sword, cut off his head with a single stroke.

The Philistines were dreadfully astonished and frightened, and they ran away. Then the Israelites shouted for joy, and ran after them, and killed a great many of them, and the country was saved. When David grew to manhood, he became king of Israel. He was greatly loved by all the people and ruled wisely and well.

LANGUAGE—GRADE VI

Add to the following the necessary words to make sentences that are interesting and that sound well.

1. enjoyed the magnificent view.
2. so furiously that we could hardly see our way
3. until the moon had arisen
4. were thickly shaded by overhanging trees.
5. when he was returning from a neighboring village
6. soon fell to decay
7. were wafted to their shores
8. where stately pines wave their dark arms
9. where feathery palms toss in the breeze
10. slowly through the narrow street

11. that flaunt their gaudy wares.
12. poor, tired, obscure.
13. that floats and flutters and settles
14. sound like rippling summer rain

SPELLING TEST—GRADE VI

1. Write from dictation:

- (a) The engineer drew the citizen's attention to the speed and strength of the giant vessel.
- (b) The merchant assured us that his sole reason for undertaking the journey was to assist at the funeral of his courageous friend.
- (c) The generous crew gave the brilliant diamond to the cheerful tailor who had been ruined by the terrible war.
- (d) The angry general refused to welcome the handsome traveller upon his arrival.
- (e) The unknown private promised to preserve the secret until it was established whose fault it was.

2. Write from dictation:

glorious	doubtful	cease
meadow	justice	region
require	compass	busily
weather	describing	telegraph
modern	difference	villain
standard	familiar	irregular
consent	seriously	necessities
earnest	accompany	woollen
view	celebrate	grease
influence	separate	glacier

GEOGRAPHY—GRADE VII

1. Compare the countries of Europe to the north of the main axis with those to the south of the main axis, under the following headings: Surface, climate, minerals, fisheries, cultivated products, and people.

2. Where in Eurasia are the following produced extensively: Rubber, rye, potatoes, palm oil, and oil-seeds, rice, oil, salt, tea, coffee, and fish.

3. Why is the climate of Sweden so much more severe than that of Norway? Why is its rainfall less than Norway's?

4. Why is the rainfall of Poland so much less than that of France?

5. When do the Mediterranean countries receive their rainfall?

6. Why is there such a difference between the climate of Lhasa in Tibet and of Calcutta at the mouth of the Ganges?

7. Name and locate the busiest seaports in Europe, and describe the nature of the trade at these centres.

8. Name and locate ten of the most important inland cities of Europe, and tell for what each is noted.

9. Name and locate what are called the weaker states of Europe.

10. Tell as definitely as you can the location in Asia of each of the following regions:

- (a) That of the Tigris and Euphrates Valleys.
- (b) That of the Ganges and Brahmaputra River Valleys.
- (c) That of the Yellow and Yangtze River Valleys.

11. Tell about the life of the people, the cultivated crops, and the export trade of the region in 10—(c).

12. Locate in Asia regions that often suffer from severe drought? How do you explain the lack of moisture.

13. In Africa, civilization has been more advanced in some regions than in others. Mention three or four regions that show this clearly. Account for the advancement where it has been greatest.

14. What does Great Britain import in large quantities from Africa?

15. Tell about the great undertakings in Africa which were supported by British capital, and were accomplished through British management.

16. Write down the list of places named in (a). Write after each the fact in (b) that best describes it:

- | | |
|------------------|-----------------|
| (a) 1. Amsterdam | 7. China |
| 2. Denmark | 8. Kimberley |
| 3. Norway | 9. Formosa |
| 4. Vimy | 10. Suez Canal |
| 5. Caspian Sea | 11. Switzerland |
| 6. Russia | 12. The Rand. |
- (b)—(1) Has no outlet and its waters are salty.
 - (2) Is the world centre of the diamond industry.
 - (3) Is celebrated the world over for its beautiful scenery.
 - (4) Supplies practically all of the world's camphor.

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- (7) Is noted for its production of gold.
- (8) Has the largest diamond mines in the world.
- (9) Shortens the voyage from England to India.
- (10) The chief industry of which is fishing.
- (11) Is singularly lacking in forests.
- (12) Will long remain in the memory of Canadians.

17. On a map of Europe locate and name five coast waters, four mountain ranges in the main axis, two spurs to the south, two rivers draining the southern slope of the main axis, three rivers draining the northern slope, Rome, Paris, Berlin, Moscow, Vienna, Dantzic, the Saar Valley.

HISTORY—GRADE VIII

- (1) What historical event made necessary the passing of a new act that changed the form of government in Canada?
- (2) Why was a new act necessary?
- (3) Why do we find Sir Guy Carleton as anxious for this act as he had been for the Quebec Act in 1774?
- (4) Why did it seem wise to give Upper and Lower Canada separate parliaments? Do you think it was the best plan at that time? or do you think it would have been more satisfactory to have had only one government?
- (5) What was the chief gain made by the people under the new act?
- (6) Do you know anything of the life of the first from what class would he choose them?
- (7) What class would be elected to the assembly by the people?
- (8) Did the Council and the Assembly work satisfactorily together? If not, why not.
- (9) What was the Family Compact?
- (10) Explain the origin of the term "reformers." What was their aim?
- (11) Who led the moderate reformers in Upper Canada? Were his ideas good?
- (12) Who led the radical reformers in Upper Canada? Tell what you know of this man and his work in Upper Canada?
- (13) What made the quarrel between the Councils and the Assembly more bitter in Lower Canada than in Upper Canada?
- (14) Tell about Papineau and his work.
- (15) What good came of the Rebellion of 1837-38?
- (16) What did Lord Durham recommend as a solution for affairs in Canada?
- (17) What was the result of his report?
- (18) When did Responsible Government become established?
- (19) What is meant by Responsible Government?
- (20) Tell the part played by Lord Elgin in establishing Responsible Government.
- (21) What is meant by "Rep by Pop"? What led to a cry for representation by population?
- (22) Which men in Canada first suggested Confederation?
- (23) What political condition in Canada made necessary a still further change in the form of government?
- (24) When do you think the office of Premier came into being in Canada?
- (25) Did the Maritime provinces have responsible government?
- (26) Tell about the part played by George Brown and John A. MacDonald in the Confederation movement.
- (27) Describe the Charlottetown Conference and the Quebec Conference.
- (28) What was the outcome of these conferences?
- (29) Name five fathers of Confederation and tell briefly about them.
- (30) What is meant by a "federal" form of government?
- (31) Show that the Government of Canada is Federal.
- (32) When is Canada's birthday?
- (33) Describe the government of Canada as established by the British North America Act?
- (34) Name the chief duties of the Dominion Government and of the Provincial Government.
- (35) Name three sources of revenue of the Provincial Governments, of the Dominion Government.

GRAMMAR—GRADE VIII CORRECT ENGLISH

Some of the common errors in English are given, with a few suggestions to aid in overcoming bad habits of speech.

1. The nominative and objective forms of the pronoun are often confused. The following are correct:

- (a) Was it I or SHE that you saw?
- (b) He gave the book to Mary and ME.
- (c) It was I.
- (d) Neither he nor she is able to come.

Be sure to use the nominative form for the subject or the complement of the verb, as in "a, b, and d." So many errors are made in a sentence like "c"; if confused use the pronoun without "Mary" and the correct form to "me" is obvious.

Construct a number of sentences in which the nominative and objective forms are correctly used. Practise saying them till you are familiar with them.

2. "Them" gives a great deal of trouble because it is confused with "these" and "those." How frequently we hear, "Give me them books" or "Them books are mine." Them can never be used as an adjective.

3. "Who" and "whom" are nominative and objective forms of the relative pronoun. Be on the lookout for the objective form—object of a preposition, e.g., I know the child WHOM you met.

To WHOM did you give the book?

4. Practise the following forms of possessives:

- (a) What do you think of MY studying algebra?
- (b) Your progress will depend upon YOUR being faithful.
- (c) OUR going away will not affect YOUR carrying on the work.

5. A pronoun agrees with its antecedent in number. Everybody, anyone, neither, each, anybody, and not one are singular. Practise the following:

- (a) Anyone who will bring HIS books will be rewarded.
- (b) Neither of the boys was aware of HIS fault.
- (c) Each lady thought that she had made the mistake.
- (d) We will notify anybody who hands HIS work in unfinished.
- (e) Not one of the girls received HER books.

6. Agreement of subject and verb. This rule is often disregarded when a number of words come between the subject and the verb: e.g., "Neither of the boys have come" is incorrect. Neither is a singular subject and the sentence should read, "Neither of the boys has come." This is a very common type of error.

Remember news, means, wages, and measles are singular.

7. Irregular verbs—do, am, go, lay, lie, see, set, sit give a good deal of trouble. Write out a table of the principal parts of the verbs, as follows:

Present Tense	Past Tense	Past Participle
am (are or is)	was	been
do	did	done
go	went	gone
lay (place)	laid	laid
lie (rest)	lay	lain
see	saw	seen
set (place)	set	set
sit (rest)	sat	sat

You should learn these forms and use them in sentences until you are perfectly familiar with them.

"I SEEN him" and "I done it" are inexcusable. Lie (to rest) is intransitive; lay (to place) is transitive. Sit is intransitive, set transitive.

8. The position of "only" is a constant source of trouble. "Only" should precede the expression it modifies.

Say:

(a) "I found only one book," not "I only found one book."

(b) "The children collected only a few shells," not "The children only collected a few shells."

Similarly:

(c) "I shall willingly do what you desire," not "I shall do what you desire willingly."

9. "Like" is not a conjunction.

10. "Without" is a preposition; "unless" is a conjunction.

11. Use the comparative degree when comparing two objects.

GRAMMAR—GRADE VIII

Correct the errors in the following sentence. Give your reason in each case.

1. Mother gave the dog to Mary and I.
2. Do you think it was him who went?
3. Jack only took four books with him.
4. I had lain the book on the desk.
5. Tom and him went swimming.
6. That is the tallest building of the two.
7. Mrs. Smith didn't know whom he was.
8. I done my work.
9. Father divided the money between John and I.
10. Them boys are going to the rink.
11. Sit the lamp on the table.
12. Neither of the soldiers were injured.
13. I seen the car on the road.
14. It was her who sat the glass there.
15. A regiment of soldiers were approaching.
16. I had lain the book down.
17. I thought it was John and him who done it.
18. Of who were you speaking?
19. The teacher says we must read like she does.
20. Mother did not like to think of me going away.
21. Did you know it was me who called?
22. Neither him nor her is able to come.
23. An energetic person will succeed in their work.
24. The children collected a few only of the shells.
25. Neither of the children are well.

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Mr. C. I. Gustafson announces the marriage of his daughter Ruby to Mr. Ross M. Sherk, on Tuesday, January 1st, 1929, Salina, Kansas. At home, Shandro, Alberta, Canada.

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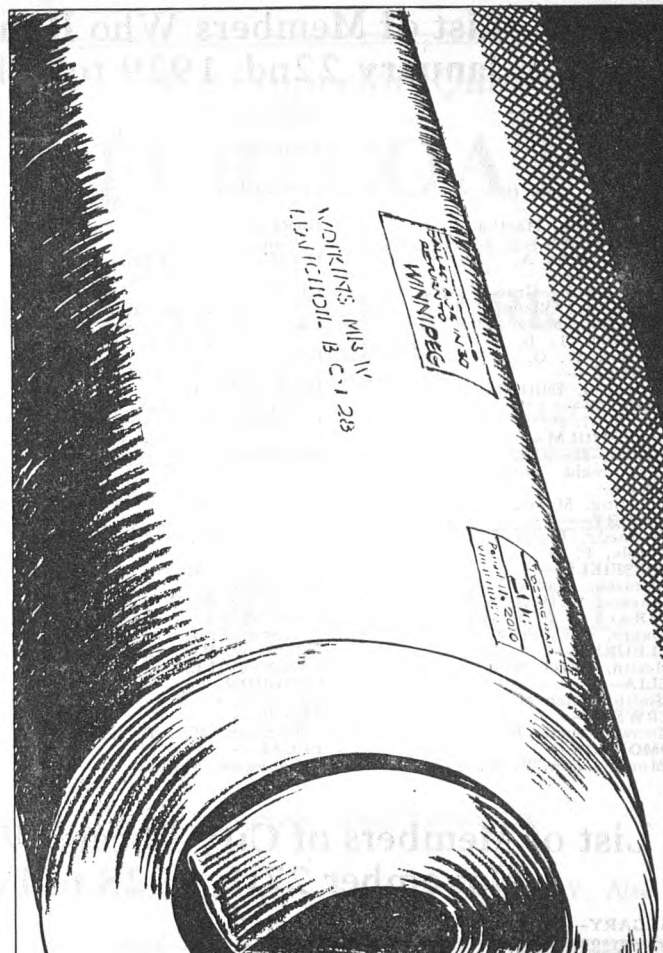
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Local News

THE CALGARY PUBLIC SCHOOL MEN'S LOCAL OF THE A.T.A.

At the re-organization meeting of the above local, the following officers were elected for the year 1929: President, Mr. F. Speakman, 1804 19th Avenue West; vice-president, Mr. A. Floren-dine, 1605 32nd Avenue West; secretary-treasurer, Mr. D. Norton, 1709 21st Avenue West. Executive, Messrs. Stoodley, Thomas, Godwin and Bickell.

CAMROSE LOCAL

Mr. Barnett addressed the student body of the Camrose Normal School on January 31 last, and put forth the question of whether a local was to be formed. The student body voted in favor of this. An open election was held and the following officers were elected: Mr. F. Morrison, president; Miss M. O'Brien, vice-president; Miss V. Hoe, secretary-treasurer.

EDSON LOCAL

The teachers of the Edson staff met at the home of one of their members on Friday evening, January 25, to entertain Miss Alberta Bell who has been appointed to the staff of the Edmonton schools. The evening was spent in cards and music. At its conclusion Miss Bell was presented with an oil painting which carried with it the best wishes of the Edson staff for her success in her new field.

Miss C. Edmunds, who has been teaching near Bentley, has been appointed to succeed Miss Bell.

WELL DONE MYRNAM!

To the General Secretary-Treasurer,
Dear Sir:

I have done my best to form a local at Myrnam, but the best was only to form a provisional local with the following executive: President, A. E. Warren; vice-president, L. Lesieveck; secretary-treasurer, Chas. Seeley.

Three weeks before I sent out invitations to all teachers within a radius of ten miles to attend the meeting on January 26. It so happened that the mercury stood at fifty below that morning and warmed up little during the day. However, as I called the meeting, I had my seven miles to go and Mr. Lesieveck went twelve miles.

We determined that we were not making such an excursion for nothing so we did as above stated.

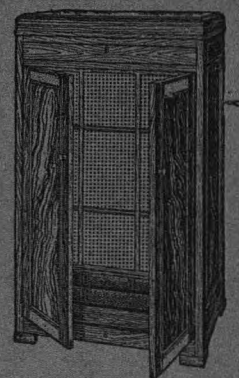
On February 16, we shall call another meeting, the object of which will be a drive to increase our local membership.

You will hear further from this local after that date.—Teacher.

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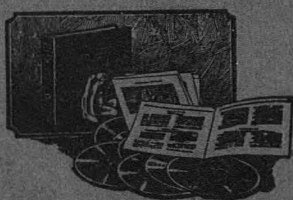
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